DOCUMENT RESUME

ED 206 626 SP 018 886

TITLE	State Legislation, Provisions and Practices Related to Multicultural Education.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jan 78
CONTRACT	400-76-0127
NOTE	280p.
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Bilingual Education; Curriculum Development; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Equal Education; Ethnic Groups; Governance; *Multicultural Education; *Program Administration; *State Departments of Education; State Standards; Teacher Education

ABSTRACT

Two questionnaires elicited information on state provisions and policies related to multicultural education and on multicultural activities in state departments of education in 1977. The data provided a descriptive profile of state education agency (SEA) activities in equal educational opportunities, human or intergroup relations, bilingual education, desegregation, urban education, compensatory education, ethnic studies, teacher certification, and women's studies. Among the findings were that thirty-four states address multicultural education through legislation, regulation, guidelines, or policies. Most states indicated that activities related to multicultural education are undertaken by units that are usually federally supported in the SEA, such as those responsible for equal education opportunity, teacher certification and education, and bilingual education. It was also found that the approach to multicultural education taken by SEAs often excludes people who are not members of specific categories of eligibility while the state provisions focus on teaching about cultural diversity to all students. Three appendices contain the state regulations and policies related to multicultural education and a bibliography of multicultural education resources from the SEAs. (FG)

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STATE LEGISLATION,

PROVISIONS AND PRACTICES RELATED TO MULTICULTURAL EDUCATION

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January 1978

This report was prepared for the National Institute of Education under Contract #400-76-0127 with the Multicultural/Bilingual Education Division.

SP018886

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INTRODUCTION

Often teacher educators don't know the resources available to them in their own states for developing and implementing multicultural education. References to multicultural education found in the state teacher certification requirements are, of course, recognized and programmatically fulfilled by teacher education institutions so that their graduates are eligible for certification. References to multicultural education and how it affects instructional materials and curricula at the public school level are less likely to be known by teacher educators. In several states, public schools are required to provide curricula and instructional materials that reflect a multicultural perspective. In most cases, however, educators have not been trained from a multicultural perspective and thus have little conception about how to provide students with a multicultural perspective.

As a response, AACTE's Commission on Multicultural Education felt that a compilation of state legislation, provisions, and practices related to multicultural education would be a valuable resource to teacher educators in the development and implementation of their own multicultural teacher education programs. In 1975, the Commission undertook an inquiry designed to assess the involvement of State Education Agencies (SEA's) in advancing multiethnic/multicultural studies in American teacher education.

Since the results of the 1975 survey were presented at an institute in April 1975, AACTE has had numerous requests for additional information about the multicultural activities beingundertaken in different states. Often these requests have been from personnel in state departments of education where an examination of current practices and plans for future activities in this area are now occuring. Often, they are trying to determin what plan of action

would be most effective for incorporating a multicultural mandate at the state level. It appears that AACTE is one of the few, if not the only, source for information about such activities within state departments of education across the nation.

The manner in which multicultural education is addressed by educational agencies--schools, teacher education, and state departments of education--has been a rapidly evolving process. Activities that were occurring in 1975 may have been found ineffective or frivilous. Different practices may now be operational. More states are probably addressing multicultural education in some fashion now than in 1975. The data described and analyzed in this report is an update and extension of that collected two years ago. This descriptive profile should serve as a baseline against which the developmental and actual progress of multicultural education can be measured in the future.

METHODOLOGY

During the summer of 1977, AACTE's Commission on Multicultural Education conducted a study of state legislation, provisions, and activities related to multicultural education. In order to develop a comprehensive view of how multicultural education was being addressed at a state level, two separate instruments were developed and used as described below. When the responses on the instruments were unclear or conflicting, clarification was solicited through personal conversations with the identified respondents. Responses on at least one of the instruments were received from all fifth states and six U.S. territories. The data was compiled and analyzed in the report that follows this section.

POPULATION

The 1975 survey of multicultural activities in state departments of education were mailed to the chief state school officers in each state and U.S. territory. In most cases the surveys were completed by individuals identified as most familiar with an activity that might fall under multicultural education. Later it was discovered that some states did have activities related to multicultural education even though the state did not have legislation or regulations described as multicultural. In several cases such activities were not reported on the survey instrument that had been used.

The problem was discussed with personnel within several state departments of education and staff members at the Council of Chief State School Officers (CCSSO). Although respondents to the survey seemed to be very familiar with the activities within their own department/division/bureau, they often were not aware of similar activities carried on in another unit. Thereby, collecting data that gave an all inclusive view of the multicultural activities in a state department of education was difficult with only one respondent.

In addition, multicultural education embraces bilingual education, ethnic studies, equal educational opportunity, urban education and other program areas that usually do not fall within the same department. In the earlier survey only one state had a unit designated as multicultural education. For these reasons we felt that it would be appropriate to attempt to collect information about multicultural education from various units in the state department of education.

In a letter mailed to each chief state school officer and state representative to CCSSO's committee for Education & Information Systems (CIES) during the week of July 18, they were asked to identify future survey respondents in the following areas: equal educational opportunity, ethnic or multiethnic studies, human or intergroup relations, bilingual education, desegregation, urban education, compensatory education, multicultural education, teacher certification, and women's studies. All 50 states and six territories responded to this inquiry.

Two separate questionnaires were used to collect data. The "Survey of State Provisions Related to Multicultural Education" was mailed to the CEIs representative in each State with directions for obtaining the required information. The "Survey of Multicultural Activities in State Departments of Education" was mailed to each respondent who had been identified by the chief state school officer's office as requested in the letter of July 15, 1977. Through this method, we hoped to better develop a comprehensive profile of the legislation, provisions, and activities related to multicultural education in every state.

INSTRUMENTS

Two separate instruments were developed to solicit information of state legislation, provisions, and practices that state departments of education must adhere to or have developed themselves. These were the "Survey of State Provisions and Policies Related to Multicultural Education" and the "Survey of Multicultural Activities in the State Departments of Education."

For purposes of this survey, multicultural education was defined in the letter to the respondents as a "broad educational concept related to ethnic, racial, cultural or linguistic minorities and women." Thus, activities related to specific ethnic/racial groups, bilingual programs, and sex equity issues should have been reported on this instrument.

SURVEY OF STATE PROVISIONS AND POLICIES RELATED TO MULTICULTURAL EDUCATION.

This questionnaire (Appendix A) was developed to determine the source of authority for provisions and policies related to multicultural education in the areas of curriculum, textbooks/classroom materials, teacher training/certification, staff development/inservice education, and resource centers. The sources of authority for such activities include legislation, court decisions, state board of education resolutions, state department of education regulations or guidelines and other administrative and executive authorities.

The questionnaire was one page long. Respondents were requested to identify which sources of authority affect curriculum, etc. by providing the name of the specific reference, i.e.--, title, number, chapter, name, of the document. This allowed the researcher a reference resource for locating the source documents as well as a profile of the sources of authority for each state.

This questionnaire was mailed to the CEIS representative in each state and territory. The accompanying letter (Appendix A) for this survey suggested) that the respondent contact the office of the legal counsel in the SEA to obtain the requested information because of their knowledge of legal, judicial and administrative provisions and the way in which the SEA is expected to comply.

Responses to this survey were received from all but five states. The survey responses were augmented with supplemental materials from many of the states as well as conversations with personnel in some of the SEA's. Supplemental materials received with the other survey also included information about legislation, regulations and guidelines even for the five states that did not respond to this instrument.

SURVEY OF MULTICULTURAL ACTIVITIES IN THE STATE DEPARTMENT OF EDUCATION

This questionnaire (Appendix A) was designed to solicit information about the activities that SEA's undertake in the area of multicultural education. The questionnaire was mailed to a total of 362 persons who had been identified by either the Chief State School Officer and/or the CEIS representative for each state. Between one and twelve persons in each SEA received the questionnaire. Every state had at least one respondent to this survey. A total of 204 persons returned this instrument with between one and nine responses per state.

(1) The first question was designed to determine in which area (curriculum, textbook/classroom materials, teacher training/certification, staff development/inservice education, or resource centers) the responding SEA unit has responsibilities related to multicultural education.

1. Do the activities carried out by your unit relate to the interpretation or implementation of multicultural education in any of the following areas? Check the appropriate space.

	Yes	No
Curriculum	_____	_____
Textbook/Classroom Materials	_____	_____
Teacher Training/Certification	_____	_____
Staff Development/Inservice Education	_____	_____
Resource Centers	_____	_____
Other (please specify) _____		

(2) This question asked for further elaboration about how the unit carries out its multicultural activities. This helped determine if the unit is involved in development, evaluation/assessment, consulting/technical assistance, compliance review/enforcement, or other activities.

2. Please indicate the responsibility that your unit has for the following activities as they relate to multicultural education. Check all boxes that are appropriate.

	Curriculum	Textbook/Classroom Materials	Teacher Training/ Certification	Staff Development/ Inservice Education	Resource Centers	Other as specified above
Evaluation/Assessment						
Consulting/Technical Assistance						
Compliance Review/ Enforcement						
Development						
Other (please specify)						

(3) This question requested information about the types of supporting documents that might be used to clarify the SEA activities in multicultural education. It also provided a profile of the publishing activities in this area.

3. Are any periodical reports including newsletters and bulletins written which provide any of the following information about your unit's multicultural activities? Please check the appropriate space and indicate the name of the publication when the response is "yes."

	Yes	No	Name of Publication
Goals and Purposes	____	____	_____
Target Population, Current Needs, and Delivery Systems	____	____	_____
Impact of Services	____	____	_____
New Directions	____	____	_____
Other (Please Specify)	____	____	_____
_____	____	____	_____
_____			

(4) This question was designed to identify other units within the SEA as well as agencies outside the SEA that provide supportive services for multicultural.

4. In addition to your unit, are there other units in the state department of education or other agencies outside of the state department of education that perform supportive services related to multicultural education? Please write the names of these units or agencies in the appropriate boxes below.

	Curriculum	Textbook/Classroom Materials	Teacher Training/ Certification	Staff Development/ Inservice Education	Resource Centers	Other (as specified earlier)
Evaluation/Assessment						
Consulting/Technical Assistance						
Compliance Review/ Enforcement						
Development						
Other (please specify)						

(5) The fifth question requested information about the target populations receiving the services in multicultural education provided by the responding SEA unit.

5. Please list which ethnic, racial, cultural, or linguistic groups are in some way affected by the activities of your unit.

_____

_____

This instrument was designed to provide data for a descriptive profile of the SEA activities related to multicultural education. The data collected led to a description of the multicultural education activities carried out in equal educational opportunity, ethnic or multiethnic studies, human or intergroup relations, bilingual education, desegregation, urban education, compensatory education, multicultural education, teacher certification, and women's studies.

LIMITATIONS

This study is much more comprehensive than AACTE's 1975 study of state provisions and activities related to MCE. However, it may present a somewhat biased profile due to the respondents own biases. Not all units within the SEA's were contacted for a response to the survey. Several of the units contacted operate mainly with the support of federal funds (compensatory education, equal educational opportunity, desegregation, bilingual education, and women's studies-Title IX). Because the activities of these federally-supported units relate to various aspects of multicultural education, it appears that most multicultural education activities and support also emanate from these units. However, SEA units for curriculum & instruction, textbooks, and academic disciplines were not asked to respond to the survey. Although these units could have been identified by the respondents on question as another SEA unit carrying out multicultural education activities, they were usually not listed. Yet, it may be unfair to state that most multicultural education activities are undertaken by federally-funded units since these units were not given the opportunity to respond themselves.

SOURCES OF AUTHORITY FOR MULTICULTURAL EDUCATION

State Education Agencies were asked to provide information regarding sources of authority for multicultural education, i.e. constitutional provisions, court decisions, State Board of Education resolutions, and bylaws, State Department of Education regulations and guidelines and other authorities such as Human or Equal Rights Commissions, Directives or Executive Orders in the area of curriculum, textbooks/classroom materials, teacher training/certification, staff development/inservice education and resource centers. Table 1 indicates the various sources of authority in each of these areas. This section provides a brief description and analysis of the various types of state legislation and provisions related to multicultural education.

Based on the responses to the "Survey of State Provisons Related to Multicultural Education" and the documents that supplemented the survey, Table 1, "State Sources of Authority for Multicultural Education and Aspects of Educastion Addressed," was compiled. At least thirty-two states have provisions for multicultural education in the area of curriculum. Nineteen of the states address multicultural or multiethnic education specifically; twenty-one states specify curriculum requirements for bilingual education; three states have requirement for American Indian Studies; and one state has a requirement for curriculum activities in Spanish-American and Italian-American Studies.

TABLE 1:
STATE SOURCES OF AUTHORITY FOR MULTICULTURAL EDUCATION AND ASPECTS OF EDUCATION ADDRESSED IN THOSE PROVISIONS

	State Provisions			Aspect of Education Addressed				
	State Legislation	State Board of Education	State Education Agency	Curriculum	Instructional Materials	Teacher Certification/Education	Staff Development	Resource Center
Alabama								
Alaska	B	B		B				B
Arizona	B			B		B	B	
Arkansas								
California	MBI	M	MB	MBI	M	B	MB	
Colorado	MB	M	B	MB				
Connecticut								
Delaware		M	B		M	B		
Florida	MBA		B	B	M	B		A
Georgia								
Hawaii								
Idaho								
Illinois	MB	B	M	MB	M	B		
Indiana						B	B	
Iowa	M	M	M	M	M	M	M	
Kansas	M			M				
Kentucky								
Louisiana	MBAO	B	B	MBAO		B		AO
Maine								
Maryland	M			M				
Massachusetts	MB		MB	MB	M	B	M	
Michigan	MB			MB	M	B	B	
Minnesota	MBI	M	M	MBI		M	M	M
Mississippi								
Missouri								
Montana	I			I		I	I	I
Nebraska		M	M		M		M	
Nevada		M	MB	B	M	M		
New Hampshire	B			B				
New Jersey	B		B	B		B	B	
New Mexico	B	MB	MB	MB	M	B		
New York	B			B				
North Carolina		M		M				
North Dakota								
Ohio	M	M	M	M	M	M		
Oklahoma		B		B				
Oregon	M		M	M	M	M		
Pennsylvania	M	MB	MB	MB		M	M	M
Rhode Island	MB	A		MB	A	B	A	
South Carolina								
South Dakota								
Tennessee	A			A				
Texas	B	B	M	B		MB		
Utah			B	B				
Vermont		M		M				
Virginia								
Washington			MB	M	M	B		
West Virginia		M	M	M	M	M	M	
Wisconsin	B		M	B		M		
Wyoming								
American Samoa								
Canal Zone								
Guam	B			B		B		
Puerto Rico								
Trust Territories		M		M				
Virgin Islands	B			B				

KEY

A = Afro American
B = Bilingual
I = American Indian
M = M[illegible]ral
O = Other Ethnic Group(s)

At least fifteen states have developed criteria by which instructional materials should be judged for racial, ethnic, cultural, and sexual biases. At least 23 states have teacher certification requirements related to multicultural education. This includes requirements for a certificate in bilingual education in at least fourteen states; components in American Indian Studies in one state; and components in multicultural education in nine states. This training includes course work and/or experiences in human relations, ethnic studies, intergroup relations, equal educational opportunity, and general multicultural or bilingual education. At least thirteen states also require staff development activities related to multicultural education. At least six states have resource centers for multicultural education.

Appendix B includes the language of legislation, regulations, guidelines, and resolutions related to multicultural education by state. Although many of these state provisions are referred to in this narrative, the reader may find the actual language an aide in understanding how states address multicultural education.

LEGISLATIVE PROVISIONS

The provisions pertaining to Multicultural Education include references to specific ethnic, cultural, racial, and linguistic groups or to women. Although bilingual education is viewed as an integral part of multicultural education, it is examined as a separate component for this discussion. Thus, the legislative provisions discussed here are divided into two sections:

1. Bilingual/Bicultural Education. This is used mostly as a means of achieving equal educational opportunity. The intent of legislation is usually worded in a way which pertains to civil rights rather than an ideology or educational philosophy pertaining to cultural pluralism.

2. Ethnic Studies or Multicultural Education. These include laws which permit, encourage or in some cases require teaching about ethnic, racial or cultural groups, including women. Usually these affect the areas of curriculum, textbooks and instructional activities. Laws in some states allow for the establishment of resource centers, commissions, advisory councils and independent agencies concerned with various aspects of multicultural education. Some states have laws that provide the means for changing teacher certification requirements, inservice training and staff development by requiring or encouraging the inclusion of multicultural courses or programs for teachers and other school personnel.

LEGISLATION RELATED TO BILINGUAL-BICULTURAL EDUCATION

Data from the AACTE survey indicated that there are at least 17 states with legislation for bilingual education. Some states mandate bilingual education while others permit instruction in a language other than English. Examples of these two different types of legislation are presented under the section,"Types of Bilingual Education Legislation."

Not only do the types of legislative provisions differ among states but so do the assumptions underlying the value of the programs. There appears to be a sense of urgency to respond to the needs of a specific "disadvantaged" group, namely those children from non-English dominant backgounds. In some states consideration for the needs of children from culturally different backgrounds is also expressed. The main concern of most bilingual education legislation, however, seems to be to assist non-English speaking children in making a transition from their mother tongue to English as quickly as possible. The purpose of such transitional bilingual education is to enable these students to compete more effectively with their English-speaking counterparts.

The legislation for bilingual education reflects different intents as well as different scopes. Examples of legislation which reflects the following intent and/or scope are also presented:

1. Provision of bilingual education to achieve equal educational opportunity;
2. Inclusion of culture and history in bilingual education; and
3. Involvement of primarily English-speaking students as well as non-English speaking students in bilingual education programs.

Types of Bilingual Education Legislation

State legislation for Bilingual either permits or mandates bilingual programs in public schools. Until recently it was against the law in many states for instruction to be presented in any language other than English. By amending existing legislation, most states now permit instruction in languages other than English. Fewer states, however, actually mandate bilingual education for with limited English-speaking ability. No state requires bilingual education for all students, i.e., there is no effort to make both English-speaking and limited English-speaking students bilingual. The goal of both permissive and mandated legislation is to assist limited-English speaking students in learning English. Permissive legislation leaves the decision about bilingual education to a local education agency. Mandated legislation, on the other hand, requires a local education agency to provide bilingual instruction when the student population includes a concentration of limited or non-English-speaking students.

Permissive Legislation

Colorado. According to Article 1, section 22-1-103 of Title 22 of the administrative provisions of the state, instruction in the common branches of study in the public schools in the State shall be conducted principally through the medium of the English language. It shall also be the policy of the state to encourage the school districts of the state to develop bilingual skills and to assist pupils

whose experience is largely in a language other than English to make an effective transition to English, with the least possible interference in other learning activities.

New Hampshire. An act was passed to amend Section 189:19 which requires English as the language of instruction to children in all schools including private school in reading, writing, spelling, arithmetic and all other subjects. This act also states that the English language shall be used exclusively, for both the purposes of instruction therein and for purposes of general administration. The amendment provides that educational programs in the field of bilingual education shall be permitted in the provisions of this section with the approval of the State Board of Education and the local school district.

Arizona. Article 10, Section 15-1097 of the Arizona revised Statutes states that the governing body of a school district may provide a special course of bilingual instruction for common school pupils, not to exceed an accumulated period of four years per pupil, who are having difficulty in speaking or undertanding the English language.

New York. Article 65, Section 3204 of the Compulsory Education Law, paragraph 2(a) refers to bilingual instruction in schools. The governing board of any school district is empowered to determine the circumstances and necessity wherein instruction shall be given bilingually. The governing board shall also design the necessary procedures and acquire the necessary training materials and equipment to meet the special educational needs of children of limited English-speaking ability.

Mandated Legislation

Massachusetts. Massachusetts was the first state to mandate a transitional bilingual law. Enacted in 1971, the law focused on six linguistic minorities-Spanish, Portuguese, French, Italian, Greek and Chinese. The law requires every district with 20 or more children with limited English speaking ability of one language group to provide a bilingual program. Cities and towns are assisted in the implementation of this law through reimbursement for additional costs and through technical assistance from the State Department of Education.

Chapter 71A, Section 2 of the Massachusetts General Laws was amended to include the following section:

> "Program in transitional bilingual education," a full-time program of instruction (1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school committee which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program and also in English, (2) in the reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program and in the oral comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

California. California has legislation which both permits and requires bilingual education. Sections 52100-52114, 1972 allows public schools that elect to participate to establish bilingual educational programs. The primary goals of such programs are (1) to develop competence in two languages for all participating pupils; (2) to provide positive reinforcement of the self-image of participating children, and (3) to develop intergroup and intercultural awareness among pupils, parents and staff. Pupil perticipation is voluntary on the part of the parent.

The Bilingual Education Act of 1976 requires school districts to offer bilingual opportunities to each limited English speaking pupil. Supplementary financial support is provided for this purpose.

Alaska. Section 14.08.160 of Alaska's Education Code States that:

> A state-operated school which is attended by at least 15 pupils whose primary language is other than English shall have at least one teacher who is fluent in the native language of the area where the school is located. Written and other educational materials, when language is a factor, shall be presented in the language native to the area.

Texas. Section 21.453 of Texas' 1973 Education Code established bilingual education in the state. Each local education agency is required to determine the number of school-age children of limited English-speaking ability in its district. Each district with an enrollment of 20 or more children of limited English-speaking ability in any language group must provide bilingual education. The bilingual education program in a district begins with first grade and increases by one grade each year up to the sixth grade.

Intent and Scope of Bilingual Education Legislation

Achieving Equal Educational Opportunity

Colorado. Article 24, Section 22-24-101 of the Colorado Revised Statutes provides for transitional programs to perfect English language skills and cultural development of students with linguistically different skills due to the influence of another language in their family, community or peer group and due to their cultural environment. This act provides for the establishment of bilingual and bicultural programs in grades K-3. It also provides these students with opportunities to expand their conceptual and linguistic abilities and to develop cultural and ethnic pride and understanding among these and other students. The intent of the legislation is that a linguistically different child may remain in a bilingual bicultural program until the conclusion of the third grade if his parents so choose. However, he will not be counted in the Census after meeting or exceeding the student expectancy for English . an

language skill development and standards of student achievement adopted by the State Board of Education in accordance with Section 22-24-106. The legislative intent is to ensure equal educational opportunity for every student and to recognize the educational needs of students with linguistically different skills. This law for bilingual education, like others which are mandatory, acknowledges the failure of the state educational system to ensure equal educational opportunity. This law also recognizes the special educational needs of children with limited English speaking ability.

Texas. The law providing for bilingual education in Texas placed primary emphasis on the goal of civil rights for achieving equal educational opportunity.

> Section 21.451. State Policy
> The legislature finds that there are large numbers of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

Inclusion of Culture and History

New Jersey. Chapter 197 of the laws of the state of New Jersey, 1974, permits bilingual education programs in public schools. This Act permits a program of full-time instruction in all courses or subjects which a child is required by law, rule or regulation to receive to be given in both English and the native language of children of limited English-speaking ability enrolled in the program. This also provides for the teaching of the history and culture of the country, territory or geographic area which is the native land of the parents of limited English-speaking children as well as of the history and culture of the U.S.

Wisconsin. Sub-Chapter VII, Section 11505, Paragraph 2 states that it is the policy of the State to provide equal educational opportunities by ensuring that necessary programs are available for limited English-speaking pupils. Section C of paragraph 1 also states that it is beneficial to pupils from bicultural and monocultural backgrounds to participate in bilingual bicultural programs where such programs are available in order to instill respect for non-English languages and cultures in all pupils.

LEGISLATION RELATED TO ETHNIC STUDIES AND MULTICULTURAL EDUCATION

Data from the AACTE survey indicated that 17 states have legislation for ethnic studies or multiethnic/multicultural education. This legislation addresses at least four different educational areas:

1. Curriculum,
2. Instructional Materials,
3. Training of Teachers, or
4. Resource Centers and Advisory Groups.

In some states, the emphasis of the legislation in multiethnic or multicultural education. In others, the emphasis is ethnic studies--either Afro-American or American Indian. A few states emphasize ethnic studies for one specific ethnic group--the American Indian; American Indian Studies is not required for all students in the state, only for American Indian Students. Examples of each of these are presented in this section.

MULTIETHNIC/MULTICULTURAL STUDIES IN CURRICULUM

California. Section 51213 provides for social science instruction in grades 1-6 to include the early history and a study of the role and contributions of American Negroes, American Indians, persons of Oriental extraction, other ethnic groups and women. Section 51227 contains similar provisions for Grades 7-12.

Colorado. Article 1 of the general provisions of the Colorado administrative code refers to the teaching of history, culture and civil government. This provision states that (1) the history and civil government of the state of Colorado shall be taught in all public schools of this state. (2) In addition, the history and civil government of the United States, including the history, culture, and contributions of minorities, including, but not limited to, the Spanish Americans and the American Negroes, shall be taught in all the public schools of the state.

Ohio. An Act was introduced into the General Assembly of the State of Ohio in 1975 to amend Section 33,13.60 which requires teaching of geography, history of the United States and of Ohio to include a balanced presentation of the relevant contributions to society by men and women, African, Mexican, Puerto Rican and American Indian descent as well as other racial groups in Ohio and the United States.

Members of the 110th General Assembly of Ohio passed a resolution, "to request the Department of Education to incorporate within its guidelines for required subjects balanced curricula in the contributions of racial, ethnic, and cultural elements of Ohio and the nation; and to memorialize the State Board of Education to take appropriate supporting action." This was adopted by the Ohio Senate May 15th, 1973.

Maryland. Section 12.03.02.05 of the Maryland Education Code includes provisions for all public schools to include in their programs of studies,as a part of current curricula offerings or as separate courses, appropriate instruction for developing understanding and appreciation of ethnic and cultural minorities. It further states that the State Department of Education shall develop guidelines and criteria to assist local Boards in developing, evaluating and selecting instructional materials for schools which will ensure that proper recognition is given to ethnic and cultural minorities.

The State Department of Education is required to review readings from local Boards of Education on the implementation of programs of study and on the selection of instructional materials pertaining to ethnic and cultural minorities.

Illinois. Chapter 122, Article 27-21, History of the United States, amended by an Act approved in June 26, 1967, requires that U.S. history be taught in all public schools and in all other public educational institutions in the state supported or maintained in whole or in part by public funds. The amendment requires that the teaching of history shall include a study of the role and contributions of American Negroes and other ethnic groups. It further states that no pupil shall be graduated from the 8th grade of any public school unless he has received such instruction on the history of the U.S. and gives evidence of having a comprehensive knowledge thereof.

Rhode Island. Although Rhode Island does not have laws pertaining directly to multiethnic education, there is an expressed need to combat prejudice and racism through education. The Rohode Island G.L. of 1956, Section 28-5-14 states as its concern eliminating prejudice among various ethnic groups.

> 28-5-14. Educational program.-In order to eliminate prejudice among the various ethnic groups in this state and to further good will among such groups, the commission and the state department of education are jointly directed to prepare a comprehensive educational program, designed for the students of the public schools of this state and for all other residents thereof, calculated to emphasize the origin of prejudice against minority groups, its harmful effects, and its incompatibility with American principles of equality and fair play.

Iowa. Section 257.25 of the Iowa Education Code reads: "The state board shall promulgate rules to require that a multi-cultural non-sexist approach is used by school districts. The educational program shall be taught from a multi-cultural, non-sexist approach."

Tennessee. The Tennessee Annotated Code 49-1927 provides that the course of instruction of all public schools in Tennessee should include at some appropriate grade level courses and content designed to educate children in Negro history and culture and the contributions of black people to the history and development of this country and of the world. This amendment became effective as of 1974.

Montana. Montana has a master plan for enriching the background of all public school teachers in American Indian culture. House Joint Resolution No. 60, approved in 1974, states that (1) the 1972 Montana Constitution commits the educational policy of the state to the preservation of the cultural integrity of the American Indians; (2) the American Indian in Montana is the product of a unique psychological history which is understood only by people who have either experienced or studied history from the viewpoint of the American Indian, and (3) the problems of the American Indians are compounded by a general lack of understanding of the unique background of American Indian students and their families. It was therefore resolved by both the Senate and House that the Board of Public Education and the Board of Regents of Higher Education be directed to devise, in consultation with Indian people, a specific comprehensive plan for a state-wide program of teacher training and inservice training. This must include American Indian history, culture, socioligy and values as seen by Indians .

The Senate Joint Resolution No. 17, 1976, provides for the inclusion of courses on Indian history, culture and contemporary affairs in public schools and teacher training institutions. The revised codes of Montana, 75-61-29/6130/6131/6132, state that it is the constitutionally declared policy of Montana to recognize the distinct and unique cultural heritage of the American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

Minnesota. Chapter 312 of the laws of 1977, "The American Indian Language, Culture and Education Act," provides that to the extent economically feasible participating schools or districts may make provision for the voluntary enrolment of non-American Indian children in the instructional components of American Indian language and culture education programs. This is to promote an understanding of the cultural heritage of the American Indian children by non-Indian students.

Louisiana,. The Louisiana House of Representatives in its Regular Session of 1972. Passed a concurrent resolution to authorize, urge and request the State Department and/or Board of Education and local school boards to initiate immediately a program of black studies in all schools, colleges and universities within their jurisdictions, where such programs do not exist and to determine and improve substandard curricula where such programs are in operation. Similar resolutions to promote Spanish and Italian culture were passed in 1975.

Ethnic or Multiethnic Studies for Specific Ethnic Populations

California. California passed a law to influence teaching practices in schools serving multi-ethnic or multicultural learning polulations. Section 52000 of the California State Codes refers to school improvement plans. These plans are to assist pupils in the development of esteem of self and others. They are also to provide a range of alternatives in instructional settings and formats to respond adequately to the different ways individual pupils learn. Section 52015 states that school improvement plans shall include curricula, instructional strategies and materials which enable all pupils to develop knowledge and skills in aspects of the curriculum such as multicultural education and to develop esteem for self and others.

Sections 33370-33372 of the State Codes provide for the establishment of a Bureau of Indian Education to identify cultural and educational disadvantages affecting American Indian children. Section 33570-33577 establishes an Equal Educational Opportunities Commission to assist and advise the State Board of Education in the formulation of a policy to ensure equal educational opportunities for education of disadvantaged minors and recommend educational programs to meet the needs of Indians native to the US.

Minnesota. Chapter 312 of the Education Laws of 1977 provide for the establishment of American Indian language and culture education programs. This is based on the Legislature's declaration that a more adequare education is needed for American Indian populations in the State of Minnesota. The Act is designed (1) to make the curriculum more relevant to the needs, interests and cultural heritage of American Indian pupils; (2) to provide positive reinforcement of the self-image of American Indian pupils; and (3) to develop intercultural awareness among pupils, parents and staff as well as instruction in American Indian language, literature, history and culture.

Multiethnic/Multicultural Education as Reflected in Instructional Materials

California. Section 60040 of the Education Code states that when adopting instructional materials for use in the schools, governing boards shall include only instructional materials which accurately portray the cultural and racial diversity of our society, including (a) contributions of both men and women in all diverse roles including professional, vocational and executive, (b) the role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups. No instructional material shall be adopted by any governing board for use in the schools which contains any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation.

Florida. Chapter 233.09, of the Education Code establishes a State instructional materials council for the evaluation of instructional materials. This council's function includes determining whether instructional materials accurately portray the cultural and racial diversity of our society, including men and women in professional, vocational and executive roles. Further, no instructional materials shall be recommended by any council for use in schools which contain in its determination any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, sex or occupation.

Teachers and Multiethnic/Multicultural Education

California. Sections 44560 and 44564 of the Education Code require schools with a substantial population of students from diverse ethnic backgrounds to provide inservice programs to prepare teachers and other school personnel to understand and effectively relate to the history, culture and current problems of these students and their environment.

Resource Center and Advisory Groups for Ethnic or Multiethnic/Multicultural Education

Pennsylvania. The Act of April 1929 (Public Law 177, No.175) known as the Administrative Code of 1929, was amended through the addition of Section 1316.1, Ethnic Heritage Studies Center. This section authorized the Secretary of Education to arrange through a grant to a public agency for the establishment and operation of a Pennsylvania Ethnic Heritage Studies Center designed to reflect readily identifiable ethnic groups represented in the population of the Commonwealth of Pennsylvania. Some of the functions of the Center are to collect information and research materials necessary for the study of ethnic heritage, to promote research on the Commonwealth's ethnic history and develop curriculum materials for use in elementary and secondary schools which deal with the ethnic groups of the Commonwealth and their contributions to the American heritage.

This section also provides for the training of persons in the development of research techniques and materials and in the preparation and use of curriculum materials.

Florida. Chapter 241 Section 477 is cited as the Florida Afro-American History Repository Act. The general purpose of this Section is to provide for the obtaining, preserving and holding for circulation in a repository, source materials on Afro-American history and culture to be used for research and other educational and cultural purposes. Such a repository is also to be used to encourage the development of inspiration and positive self-concepts on the part of black Americans and provide a basis for whites to gain greater respect for the black race.

OTHER STATE PROVISIONS

State Boards of Education and State Education Agencies have the responsibility for implementing the education laws enacted by state legislatures. This is often done through the development of regulations with which schools must comply in order to meet the requirements of state law. Guidelines are often published to assist schools in the implementation of state regulations and laws. In addition, State Boards of Education and State Education Agencies develop policy and goal statements concerning various aspects of education in the state. State Boards of Education sometimes pass resolutions with directions for specific action to be undertaken by the State Education Agency. Some of each of these means have been used by various states in the recognition and implementation of multicultural education at the state level.

Multicultural education, as used in this report, includes bilingual education and ethnic studies. The aspects of education for which multicultural education is addressed by State Boards of Education and State Education Agencies include curriculum, instructional materials, teacher certification/education, staff development, and resource centers.

STATE BOARD OF EDUCATION POLICIES

At least nineteen State Boards of Education have issued resolutions, position and policy statements, or priority/goal statements related to multicultural education, bilingual education, or ethnic studies. These usually refer to specific goals, criteria or programs for multicultural education, bilingual education, or equal educational opportunity.

Materials returned with the survey by respondents included resolutions, policy statements, positions papers and statements of educational goals formulated by the State Board. Examples of these are presented in two categories according to their focus: bilingual-bicultural education and multicultural education.

These State Board policies address mainly curriculum, but in some instances, also address teacher training and instructional materials.

Bilingual-Bicultural Education

Illinois. 21 goals were adopted by the Illinois State Board of Education on November 13, 1975. These goals were described as the product of an intensified fact-finding process undertaken by the State Board to identify the top educational priority issues that existed in the State at that itme. Bilingual-bicultural education was one of these. It also indicated that schools should also offer college programs to students for whom English is a second language.

New Mexico. Minimum standards for New Mexico schools were adopted by the State Board of Education in December 1974 and revised in March 1976. Section 4.3.5 (elementary education programs grades 1-6) states that the child's native language and culture may serve as a vehicle for learning. Section 4.3.10 states that the curriculum shall include a variety of learning experiences to provide for the wide range of interests and aptitudes in the school population. Concepts from the various cultures are be used to enrich the curriculum.

Oklahoma. The Oklahoma State Board of Education adopted a policy on December 20, 1976 related to the provision of school services to students of limited English-speaking ability. This policy was in recognition of the fact that in the State of Oklahoma there are estimated between 10,000 and 40,000 children of school age who come from homes where English is not the dominant language and that every individual in Oklahoma is entitled to equal access to educational opportunity. The policy recommended several appropriate and effective ways to meet the needs of such students and stated, in part, that some of the basic goals were the following:

1. To the degree possible, and where appropriate, the limited-English-speaking students should be taught reading and writing skills in their dominant language (s) at the same time that they are developing English language skills.

2. An integral part of any program designed to assist these students is the development of an understanding and appreciation for the customs and values of the cultures from which they come as well as an understanding and appreciation of the history and cultures of Oklahoma and of the United States.

Pennsylvania. The Pennsylvania Board of Education published revised guidelines for children whose dominant language is not English. These guidelines considered the needs of both the students of limited English speaking ability as well as those whose dominant language is English. In Section 3 of the guidelines one of the two objectives is: "To provide for students whose dominant language is English, programs that will permit them to become acquainted with the language, history and culture of their non-English dominant peers."

Texas. A priority of the State Board of Education is bilingual and multicultural education. An objective of this priority is "to promote an awareness of the confluence of cultures and the cultural and linguistic needs of ethnic minorities".

MULTICULTURAL EDUCATION

Nebraska. A position statement of Equal Educational Opportunity and Cultural Pluralism was approved by the Nebraska State Board of Education March 11, 1977. Another document entitled "The Role of the Nebraska Department of Education in the Implementation of Multicultural Education: Goals, Objectives, Activities" was approved by the State Board on June 10, 1977. The latter statement contained the following provisions:

I. The NDE will provide an in-service program to develop expertise for staff leadership in Multi-Cultural Education for LEA's.

II. The NDE staff will coordinate existing departmental programs to enhance Multi-Cultural Education.

III. The NDE will provide leadership to LEA's, Nebraska Teacher Training Institutions and professional Education Organizations in the development of an understanding of Multi-Cultural Education Philosophy.

Nevada. Certification requirements for teachers were modified by the state Board of Education in 1975. Three semester hours of multicultural education must be included in the 30 semester hours course work in elementary and professional education.

North Carolina. In January 1972 the North Carolina State Board of Education issued a policy statement concerning minority groups. It stated, in part;

> The entire curriculum must be reviewed and revised. The revision should not isolate small numbers of heroes but should assure that minorities are included in the total picture. While it is not easy to revise a curriculum which has been characterized by a selectivity that has omitted the significant contributions of many people, this task must be done. Such a revision must be dynamic, contributing to the well-being of the entire school community. During the process of revision, there are several viable alternatives for instructional programs. The two listed below are among them, though they are by no means exclusive;
>
> a. The inclusion of lessons and/or units of minority groups studies within existing instructional programs;
>
> b. The inclusion of lessons and/or units of minority groups studies within existing instructional programs and the addition of separate courses of minority group studies.
>
> The goals for any of the interim courses in minority group studies should be established jointly by students, teachers, and administrators. Such courses, elective in nature, must be open to all students.

Pennsylvania. The Pennsylvania State Board of Education adopted the following recommendations related to program approval guidelines for Intergroup Education (teacher education) in March 1965:

> The Board emphasizes its support of the intergroup and human relations education program developed and conducted by the Department of Public Instruction (Department of Education).
>
> It encourages all school districts in the Commonwealth to provide a long range program of intergroup and human relations education designed to improve each pupil's knowledge of and sensitivity to the social groups which make up our pluralistic society. In addition, the Board requests that all teacher education institutions provide similar instruction for all prospective teachers.

West Virginia. The West Virginia Board of Education passed a resolution in December 1970 for the inclusion of inter-ethnic concepts and instructional techniques into school curricula. The following are portions of the resolutions:

> WHEREAS: the West Virginia Board of Education recognizes the pluralistic nature of American society, and
> WHEREAS: minority and ethnic group contributions are an inextricable part of the total growth and development of this nation, and
> WHEREAS: education must perpetuate these contributions as an essential part of the American heritage; therefore
> BE IT RESOLVED THAT: those persons responsible for the operation of public school systems move immediately to insure that inter-ethnic and inter-cultural concepts be incorporated in an adequate and factual way in all curriculum areas included in the Comprehensive Educational Program, and
> BE IT FURTHER RESOLVED THAT: practical instructional techniques and activities designed to translate such concepts into valid life experiences for all students be introduced immediately into the operational programs of said school systems.

The West Virginia Board of Education also adopted the following policy statement regarding textbooks and other instructional materials for use in classrooms:

WHEREAS: the West Virginia Board of Education recognizes the pluralistic nature of American society, and
WHEREAS: minority and ethnic group contributions are an inextricable part of the total growth and development of this nation, and
WHEREAS: education must perpetuate these contributions as an essential part of the American heritage; and
WHEREAS: much of the instructional program is based on or derived from factual and conceptual material contained in textbooks and other printed materials; therefore
BE IT RESOLVED THAT: both state and local textbook committees and individual educators charged with responsibility for the selection of textbooks and other printed materials to be used in school programs k-12 shall select only those textbooks and materials for classroom use which accurately portray minority and ethnic group contributions to American growth and culture and which depict and illustrate the inter-cultural character of our pluralistic society.

STATE EDUCATION AGENCY PROVISIONS

Twenty-one State Education Agencies (SEA's) have developed guidelines, regulations, or teacher certification requirements in order to comply with legislation or mandates from the State Board of Education. SEA's usually refer to multicultural education, bilingual education, or sex equity as a means for achieving equal educational opportunity.

Guidelines and regulations developed by the SEA's outline rules and requirements for the implementation of bilingual and multicultural education programs in local education agencies. Teacher certification requirements outline the courses and/or experiences necessary for the teacher trainee to be certified by the state.

Examples of provisions promulgated by SEA's are presented in this section. These are classified according to the area addressed by the provision: curriculum, instructional materials, teacher certification/education, staff development, and resource centers. Each example is further identified as to whether the focus of the provision is on bilingual education, multicultural education, or sex equity.

Curriculum--Bilingual Education

Hawaii. The Hawaii State Department of Education established operational guidelines for the bilingual bicultural education project. These guidelines were developed for the purpose of assisting school administrators, teachers and aids involved in the project and others who may wish to know about it. The Office of Instructional Services special needs branch conducted a survey for the identification, assessment and planning system for limited English speakers. The purpose of assessment of the survey was to ensure adequate identification and assessment of the limited English speaking target group in order that appropriate special services might be provided.

New Jersey . Title VII of the New Jersey Administrative Code, Chapter 31 is entitled "Rules for Bilingual Education." This document was distributed in June 1977. The purpose of these rules is to assist the Department of Education in administering elementary and secondary school programs designed to meet the special educational needs of persons of limited English speaking ability. These are for the implementation of bilingual education pursuant to Chapter 197 New Jersey Laws of 1974 (N.J.SA 18a: 35-15 to 26).

Curriculum-Multicultural Education

Colorado. The Colorado Department of Education has developed a design for equal educational opportunity. One of the seven major objectives is fostering better intergroup relations through the implementation of a meaningful inter-cultural program. This program would be based on the cultural contributions of minorities in America, in an attempt to reduce group tensions, hostilities, fears and conflicts.

Iowa. A manual entitled Guidelines for the Implementation of Multicultural Non-sexist Curriculum Programs in Iowa Schools was prepared with the cooperation of members of the State Advisory Committee on multicultural non-sexist curriculum. These guidelines are to be used by school boards, school administrators, teachers and community leaders. It provides a subject by subject approach to designing and implementing a quality multicultural non-sexist education program in local school districts.

Massachusetts. Chapter 622 regualtions pertaining to equal educational opportunity became effective on September 1, 1975. Section 5 deals with the curricula of public schools. It requires that"the curricula of all public school systems shall present in fair perspective the culture, history, activities and contributions of persons and groups of different races, nationalities, sexes and colors."

Ohio. The Ohio State Department of Education issued a policy statement on equal educational opportunity. It includes recommendations that call for "explicit recognition in the instructional program of the contributions made by all racial and cultural groups to our Nation's growth and development."

Pennsylvania. The State Department of Education has a regulation Title 22, Section 5.21 which refers to racial, ethnic group and women's studies:

> In each course of the social studies program in the elementary and secondary schools of the Commonwealth, there shall be inculded the active roles and contributions of women, minority racial and ethnic groups in the history of the United States and the Commonwealth of Pennsylvania.

South Dakota. The South Dakota State Department of Education issued a statement regarding multi-ethnic state-wide education and a plan for implementation One part of the plan suggests utilizing many ways to inform and provide information to schools about multiethnic education. Three specific recommendations were:

a. Policy statement of support from the Curriculum and Instruction Advisory Council.

b. Administrative Council support of the multiethnic education concept.

c. Policy statement from the State Board of Education.

Finally, it was recommended to develop standards of excellency for multi-ethnic education

Washington. The Superintendent of Public Instruction of Washington issued a statement of goals, objectives and criterion measures for human relations. One of the goals was to understand the history, contributions and lifestyles of the aged, handicapped, women, various racial, religious, cultural and socio-economic groups in our society.

Curriculum--Sex Equity

Arizona. The Arizona State Department of Education has developed policies and procedures for reducing sex-role stereotyping in vocational education. There are also guidelines and regulations which refer to policies and procedures to eliminate sex stereotyping, goals for addressing action, a description of incentives and a program description for helping home makers seek employment/ placement.

Delaware. The Delaware State Department of Education established textbook criteria and basic priciples for minimizing sexual and other biases in the instructional program. These guidelines were developed, "to provide the basic principles by which the educational programs and instructional materials in the public and secondary schools in Delaware might more constructively convey the multicultural aspects of American society." In the introduction it is also stated that, "one of the more apparent characteristics of the instructional programs used in many schools has been the portrayal of the dominant culture, while either omitting or minimizing the contributions of women and members of minority groups to the progress of the United States." This 18-page guide addresses the need to examine textbooks critically to address these shortcomings.

Illinois. The Illinois State Department of Education produced a set of guidelines for the evaluation and selection of ethnically valid instructional materials. This document was distributed as an educational tool to assist teachers and other school personnel in the evaluation and selection of ethnically valid instructional materials to help fulfill the requirements of the School Code Section 27-21.

Massachusetts. According to Chapter 622 regulations, all school books, instructional and educational materials shall be reviewed for sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials are to be used to counteract the stereotypes depicted in such materials. School books, instructional and educational materials purchased after the date of the regulations must include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive roles.

New Mexico. The Cross-cultural unit prepared guidelines for reviewing books and materials used in classrooms to provide, "a humanistic perspective." The guidelines, entitled " A Humanistic Look at Books," states in the introduction that "when the world expects certain kinds of behavior from a person based on biological and sociological gifts, it limits that person." It further states that, "the truth is that social and economic realities change. People in certain roles can no longer be characterized by color, sex, culture or other factors."

Oregon. In 1974 the Oregon State Department of Education adopted revised minimum standards for Oregon public schools. This adoption was described as a product of more than three years of study and development. 29 public hearings and workshops were held throughout the State in order to obtain responses and suggestions from school administrators, teachers, board members and other people interested in education. The revised standards were combined with instructional and support program guidelines and issued in a temporary document entitled "Elementary and Secondary Guide for Oregon Schools". In the guidelines a reference is made to the Oregon Revised Statute 337.260 which:

> Requires selection of textbooks on American history and government which adequately stress the services rendered by those who achieved our national independence, who established our constitutional form of government and who preserved our federal union. Also requires respect for all people be reflected in the textbooks adopted by the State Board.

Washington. The following Guidelines concerning instructional materials were adopted by the Washington State Board of Education, in December 1974.

a. Instructional materials shall objectively present the concerns and build upon the contributions, current and historical, of both sexes, and members of the several specific religious, ethnic, and cultural groups. School districts should recognize, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.

b. Instructional materials shall provide models which may be used as a vehicle for the development of self respect, ethnic pride, and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

The Washington State Department of Education also produced a bulletin entitled "Models for the Evaluation of Bias Content in Instructional Materials."

Instructional Materials-Sex Equity

Illinois. The Illinois State Board of Education, Urban and Ethnic Studies Section developed a Manual for recognizing sex bias in instructional materials and administrative procedures. The manual was developed to (1) help schools develop an awareness of sex role bias in school administration and staff, (2) identify sexist teaching practices, instructional materials and other errors which required corrections for the development of non-sexist alternatives and (3) relate positive administrative and educational practices of equal opportunity to the goals of elimination of sexist treatment.

Teacher Education and Staff Development-Bilingual Education

California. In California the Bureau of Intergroup Relations developed a manual for developing, evaluating and approving provisional preparation of program plans for the bilingual/cross-cultural specialist credential.

New Mexico. The New Mexico State Department of Education has revised certification requirements for Spanish English bilingual bicultural endorsement. Applicants receiving Bachelor degrees in May 1979 or thereafter must comply with the new regualtions by July 1st, 1980.

These regulation require a minimum of three semester hours of Spanish for Spanish speaking and at least one course in the area of sociology of ethnic experience which covers: (1) contemporary aspects of culture (lifestyles, ethnic variants, prejudice, assimilation, etc.), (2) cultural and social conflicts, and (3) values and value clarification.

California, New Jersey, New Mexico, Texas, Arizona, Delaware, Illinois, Indiana, Massachusetts, Michigan and Rhode Island have special requirements for teachers of bilingual education programs as reported in a previous survey conducted by the National Center for Educational Statistics in October 1975. (State Certification Requirements for Teachers for Bilingual Education Programs, June 1976. National Center for Education Statistics, Education Division, USOE.) The AACTE survey found that three additional states. have special certification requirements for bilingual education teachers.

Teacher Education and Staff Development-Multicultural Education

California. The California Bureau for Intergroup Relations developed guidelines for s[illegible]ol staff preparation in the history, culture and current problems of racial and ethnic minorities in compliance with Article 33 of the Education Code, Sections 13344-13344.4.

Ohio. The Ohio State Department of Education issued a policy statement on equal educational opportunity which includes the recommendation that requires inclusion in both preservice and inservice teacher education of academic study, especially history, anthropology and sociology, which helps to develop understanding and a sensitivity to the problem."

Pennsylvania. In 1970 the Department of Education adopted the revised policies, procedures and standards for certification:

> Standard XIV. The program shall include intergroup content and experiences which encourage intellectual awareness of and emotional sesitivity to the cultural pluralism of our schools and society.

Texas. The standards for institutional approval of teacher education in Texas adopted June 10, 1972 specified that an institution seeking approval for undergraduate level teacher preparation shall design its program of general education so that each student recommended for certification shall have a knowledge and understanding of the multicultural society of which he is a part .

Wisconsin. Wisconsin's Administrative Code , PI 3.03 (1), requires preservice work in human relations, including intergroup relations. It requires that the human relations component be developed by teacher education institutions and approved by the State Department of Education. The code outlines experiences that are to be included in this preservice component:

1. Development of attitudes, skills, and techniques so that they can be translated into learning experiences for students.
2. A study of the value, life styles, and contributions of racial, cultural, and economic groups in American society.
3. An analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the majority and minority groups.
4. Structured experiences in which teacher candidates have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination.
5. Direct involvement with members of racial, cultural, and economic groups and/or with organizations working to improve human relations, including intergroup relations.
6. Experience in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.

OTHER POLICYMAKING AGENCIES

In addition to the State Boards of Education and State Education Agencies, several states reported that other agencies had also produced Policy Statements related to the need for multicultural education. In New York, the State Board of Regents produced a position paper entitled "Equal Opportunity for Women" which provided a statement of policy as well as specific recommendations for action and to guide the schools of the state toward achieving that goal. In New Jersey the State Board of Examiners voted to recommend to the Commission of Education and the State Board of Education proposed standards for (certification of) bilingual education teachers. In Vermont the State Advisory Committee to the U.S. Commission on Civil Rights published a report entitled "Closing the Ethnic Gap." This report highlighted the need for teachers and teacher training related to human rights and minority groups. It also stressed the need to prepare Vermont students for a multi-racial and multi-ethnic world.

Establishment of State Advisory Groups

In California, Colorado, Iowa, New York, New Hampshire and Vermont advisory groups have been established by SEAs to assist in formulating policies to achieve equal educational opportunities. These advisory groups often recommend activities and programs to implement such policies.

California: The Equal Educational Opportunities Commission established a bilingual, multicultural education committee. This committee adopted a broad policy of multicultural education for all schools in the state which recognizes (1) that multicultural education benefits students of all racial, ethnic and cultural groups, (2) that the primary goal of multicultural education is to develop positive self-concepts and attitudes toward school and learning as well as have students develop pride in their own identity and heritage and to respect and

accept the identity and heritage of others, and (3) that curriculum materials and teaching procedures should be adapted to these values. The Equal Opportunities Commission forwarded this resolution to the President of the California State Board of Education, urging that the Board of Education adopt regulations which provide for full implementation of the policy for multicultural education.

Colorado: The Equal Educational Opportunity Advisory Committee prepares annual reports on the status of equality of the sexes in education, the quality of ethnic groups in the education and multicultural curriculae offerings. The reports are based on school districts responding to surveys conducted by the Colorado Department of Education. This information is made available to help identify resources available in the individual districts to aid them in designing and implementing their specific equal educational opportunity curriculum and staff programs. An appendix to the report provides a brief directory of resources upon which school districts may call for assistance.

Iowa: In Iowa there is a State Advisory Committee on non-sexist curriculum.

New York: The State Department of Education organized a multicultural education task force. In the introduction of a publication prepared by this group was a statement by the Commissioner that "multicultural education ranks among the fore most goals of our Department." It also included a definition of multicultural education which in part stated that "it is an education in which the degree and kind of positive multicultural oriented attitudes and behaviors will be proportionate to the appropriate and effective use of multi-ethnic and multi-racial materials, programs and resources."

New Hampshire: In 1974 the New Hampshire State Department of Education, recognizing the priority need for equal educational opportunity regardless of the community

in which a person lives, established an equal opportunity educational project, the purpose of which is the elimination of unnecessary and invidious barriers to quality education and the affirmation of equal opportunity for all regardless of economic condition, religion, race, sex, language, national origin or cultural background.

The overall objective of the AGEO is to raise the awareness of New Hampshire citizens in general, and educators and government policymakers in particular, concerning specific equal educational opportunity issues, and to promote communication and positive action in response to the following needs:

1) The eradication of prejudice in education.

2) The honest appraisal of and combatting of prejudice within the State and in local communities.

3) The appreciation of multi-cultural diversity as a strength within the United States of America.

4) The development of support systems for constructive social and educational change.

5) The understanding of the forces of power and powerlessness at play within the various minority groups, including women, as they relate to the majority culture.

One aspect of this project was for the development of support systems for constructive social and educational change. The following agents were identified as targets for change:

1) legislation
2) courts
3) schools
4) government agencies
5) cultural groups
6) educational and social group processes
7) individuals

MULTICULTURAL EDUCATION ACTIVITIES UNDERTAKEN BY STATE EDUCATION AGENCIES

Persons responsible for equal educational opportunity, ethnic studies, human/intergroup relations, bilingual education, desegregation, urban education, compensatory education, multicultural education, teacher certification, and women's studies in the state education agencies were asked to respond to the survey, "Survey of Multicultural Education Activities in State Education Agencies." Responses were received from a total of 204 persons with at least one person responding from every state and territory. The responses represented 33 different units within SEAs. Table 2 shows the SEA units in each state that responded to the survey.

The responses indicated that most states are involved in some aspect of multicultural education. All but two states and one territory indicated that some activities related to multicultural education (including bilingual education and ethnic studies) are being undertaken.

Again, for this survey, multicultural education included bilingual education, ethnic studies, and women's studies. Respondents were not asked to identify which component of multicultural education was specifically addressed by their unit in the SEA. They did, however, indicate to which ethnic groups the activities were targeted.

This section will examine (1) the types of activities related to multicultural education undertaken by SEA's; (2) resource materials produced by SEA's; (3) agencies outside of SEA's undertaking multicultural education activities; and (4) ethnic, racial, cultural & linguistic groups designated as target populations for SEA activities in the area of multicultural education.

TYPES OF ACTIVITIES

The first two questions on the survey instrument were designed to determine the activities and responsibility of SEAs that are related to the interpretation or implementation of multicultural education. The following indicates the "Yes" responses to question #1:

TABLE 2:
UNITS IN STATE EDUCATION AGENCIES THAT RESPONDED TO SURVEY

	Bilingual/Bicultural Education	Compensatory Education	Curricula/Instructional Services	Equal Educational Opportunity	Indian Education	Planning, Evaluation and Research	Social Studies	Teacher Certification/Education	
Alabama			•				•	•	
Alaska						•			
Arizona	•	•						•	
Arkansas		•							
California	•	•		•	•			•	Title IX
Colorado	•							•	Community Services
Connecticut	•								
Delaware	•			•					Auxiliary Services Branch
Florida	•								Program Support Services
Georgia			•						
Hawaii									Special Needs Branch
Idaho									
Illinois		•		•					Urban & Ethnic Ed.
Indiana	•		•	•				•	
Iowa				•				•	
Kansas				•					State & Federal Programs/Voc Ed
Kentucky								•	Program Development
Louisiana	•	•		•				•	
Maine									
Maryland	•	•		•			•	•	Voc Ed
Massachusetts	•	•		•				•	
Michigan		•		•					
Minnesota	•		•	•	•		•	•	Gifted Ed/Music
Mississippi	•	•		•		•			
Missouri				•					
Montana		•		•				•	
Nebraska				•				•	Administration/Mgt. Services
Nevada				•				•	
New Hampshire				•				•	
New Jersey	•			•				•	
New Mexico	•			•	•			•	Cross Cultural Ed
New York								•	School Libraries
North Carolina	•	•					•		
North Dakota				•		•			
Ohio						•		•	Ed Redesign & Renewal
Oklahoma	•			•				•	
Oregon				•				•	
Pennsylvania				•				•	Second Lang. Program/Staff Dev
Rhode Island								•	
South Carolina									
South Dakota		•		•			•	•	
Tennessee	•								
Texas	•	•		•				•	Dissemination
Utah		•		•					Human Relations/Staff Dev
Vermont									Federal Asst.
Virginia			•	•				•	Language
Washington	•			•				•	Grants Mgt.
West Virginia	•		•	•				•	Guidance/Mgt. Services/Prof. Dev. Services
Wisconsin			•	•				•	
Wyoming	•		•			•			
American Samoa	•								
Canal Zone									
Guam									
Puerto Rico									
Trust Territories									
Virgin Islands									

Aspect of Education	No. of States	No. of Units
Curriculum	46	98
Textbook/Classroom Materials	42	85
Teacher Training/Certification	43	91
Staff Development/Inservice Education	44	117
Resource Centers	35	48
Other	29	42

Table 3 is a composite of the aspects of education for which multicultural education is addressed by various states and territories.

Question #2 asked respondents to indicate the SEA unit's responsibility for multicultural education in curriculum, instructional materials, teacher education/certification, staff development/inservice education, resource centers, and others. Responsibilities for multicultural education included development, evaluation/assessment, consulting/technical assistance, compliance review/enforcement, and others. The following shows the number of responses by state and SEA units:

	Development	Evaluation/ Assessment	Consulting/ Technical Assistance	Compliance Review/ Enforcement	Other
Curriculum					
No. of States	38	37	44	28	4
No. of SEA Units	63	70	96	45	4
Textbooks/Classroom Materials					
No. of States	32	30	38	19	4
No. of SEA Units	53	54	83	29	4
Teacher Training/Certification					
No. of States	38	33	39	34	4
No. of SEA Units	67	58	77	61	4
Staff Development/Inservice Education					
No. of States	39	40	44	14	5
No. of SEA Units	81	73	104	34	5
Resource Centers					
No. of States	23	23	31	14	2
No. of SEA Units	29	24	46	17	2
Other					
No. of States	12	17	24	17	3
No. of SEA Units	13	20	29	19	3

TABLE 3:
ASPECTS OF EDUCATION ADDRESSED THROUGH MULTICULTURAL EDUCATION ACTIVITIES OF STATE EDUCATION AGENCIES

	Curriculum	Texts/Instructional Materials	Teacher Certification/Education	Staff Development	Resource Center	Other
Alabama	•	•	•	•	•	
Alaska	•	•		•		•
Arizona	•	•	•	•	•	•
Arkansas	•		•			•
California	•	•	•	•	•	•
Colorado	•	•	•	•	•	•
Connecticut	•			•	•	•
Delaware	•	•	•	•	•	•
Florida	•	•	•	•	•	•
Georgia	•		•	•		
Hawaii	•	•	•	•		
Idaho						
Illinois	•	•	•	•	•	•
Indiana	•	•	•	•		
Iowa	•	•	•	•		•
Kansas	•	•	•	•	•	•
Kentucky		•	•	•	•	
Louisiana	•	•	•	•	•	
Maine						
Maryland	•	•	•	•	•	
Massachusetts	•	•	•	•	•	•
Michigan	•		•	•		•
Minnesota	•	•	•	•	•	•
Mississippi	•	•	•	•	•	
Missouri	•	•		•	•	
Montana	•	•	•	•	•	
Nebraska	•	•	•	•	•	•
Nevada	•	•	•	•		
New Hampshire	•	•	•	•	•	•
New Jersey	•	•	•	•	•	
New Mexico	•	•	•	•	•	•
New York	•		•			•
North Carolina	•	•	•	•	•	
North Dakota	•	•		•		•
Ohio	•	•	•	•	•	
Oklahoma	•	•	•	•		•
Oregon	•	•	•	•		
Pennsylvania	•	•	•	•	•	•
Rhode Island			•			
South Carolina						
South Dakota	•	•	•	•		•
Tennessee	•	•	•	•	•	•
Texas	•	•	•	•	•	•
Utah	•	•	•	•		
Vermont	•	•	•		•	
Virginia	•	•	•	•	•	•
Washington	•	•	•	•	•	
West Virginia	•	•	•	•	•	•
Wisconsin	•	•	•	•	•	•
Wyoming	•	•	•	•		•
American Samoa	•	•	•	•	•	
Canal Zone	•				•	
Guam	•	•	•	•		
Puerto Rico	•	•		•		
Trust Territories						
Virgin Islands	•	•		•	•	

Table 4, "Types of Activities Related to Multicultural Education Performed by Units in State Education Agencies," shows a detailed breakdown of the responsibilities for multicultural education activities by units responding from each state.

An examination of Tables 3 and 4 indicate that many of the SEA units performing activities related to multicultural education are federally-assisted state programs. This includes the units for equal educational opportunity, bilingual education, and compensatory education. Because much of the multicultural education activity is undertaken by these three SEA units, a discussion of their federal mandates and activities within the SEA is presented here.

Equal Educational Opportunity (Title IV of the Civil Rights Act)

Under Section 403 of the Civil Rights Act of 1964, the U.S. Office of Education contracts with SEAs to provide them with funds for rendering technical assistance to school districts. The purpose of such technical assistance as described in Section 180-11 is to develop plans for desegregation and to assist with educational problems occasioned by desegregation.

In fiscal year 1976, 27 states received grants from the U.S. Office of Education's Equal Opportunity Program. The authorized activities described in Subpart B Section 180-12 allows SEAs to establish technical assistance units. These units are to engage in activities which support school districts or other governmental units legally responsible for operating public schools in the preparation, adoption and implementation of plans, assurances or programs for the desegregation of public schools. The Federal Register guidelines further state that proposals may focus on desegregation on the basis of race, color, religion or national origin as well as sex.

Many of the technical assistance units indicated that they were engaged in activities in the area of multicultural education. Such activities, however, were being performed under the guidelines of legislation with the specific intent of addressing problems occasioned by desegregation. Review of the authorized activities for technical assistance units shows what services classified as multicultural can be provided.

TABLE 4:
TYPES OF ACTIVITIES RELATED TO MULTICULTURAL EDUCATION PERFORMED BY UNITS IN STATE EDUCATION AGENCIES

	CURRICULUM					INSTRUCTIONAL MATERIALS					TEACHER EDUCATION/ CERTIFICATION					STAFF DEVELOPMENT/ INSERVICE EDUCATION					RESOURCE CENTERS				
	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other
ALABAMA																									
Instructional Services	•		•			•		•					•			•		•							
Social Studies			•	•				•						•				•					•		
Tchr Cert & Ed											•	•	•			•	•	•							
ALASKA																									
Plan, Eval, & Ed	•		•			•		•										•							
ARIZONA																									
Bilingual Ed	•	•	•	•			•	•				•	•			•	•	•	•			•	•		
Tchr Cert											•	•	•	•											
ARKANSAS																									
Compensatory Ed	•	•	•	•							•	•	•	•											
CALIFORNIA																									
Bilingual Ed	•		•					•			•		•	•		•		•			•		•	
Compensatory Ed			•	•				•	•									•	•				•	•	
Indian Ed			•				•	•										•			•	•	•		
Intergroup Relations		•	•				•	•								•	•	•	•						
Tchr Cert & Ed											•	•	•	•			•								
Title IX	•			•		•			•		•			•		•			•		•			•	
COLORADO																									
Bilingual Ed		•	•	•				•				•		•	•		•	•							
Community Services	•	•	•	•		•	•	•	•		•		•	•		•	•	•	•		•		•	•	
Tchr Cert & Ed											•	•	•												
CONNECTICUT																									
Bilingual Ed	•		•	•												•	•	•					•		
DELAWARE																									
Auxiliary Services											•														
Bilingual Ed	•	•	•			•		•			•		•			•		•	•		•		•		
Human Relations(EEO)	•		•			•		•			•		•			•	•	•			•	•	•		
FLORIDA																									
Bilingual Ed			•					•						•				•							
Prog Support Services																		•					•		
GEORGIA																									
Instructional Services	•	•	•								•	•	•			•	•	•							
HAWAII																									
Special Needs	•	•	•	•		•	•	•	•		•	•	•	•											
IDAHO																									
ILLINOIS																									
Compensatory Ed		•	•	•		•		•					•			•		•	•						
Equal Ed Opportunity	•	•	•				•	•								•	•	•			•	•	•		
Urban & Ethnic Ed	•	•	•		•	•	•	•		•	•		•		•	•		•	•	•						
INDIANA																									
Bilingual Ed	•	•	•	•		•	•	•	•		•	•	•			•	•	•							
Curricula Services	•	•	•			•	•	•			•		•			•		•							
Equal Ed Opportunity		•	•				•	•	•								•	•	•						
Tchr Cert & Ed											•														
IOWA																									
Tchr Cert & Ed											•	•	•	•		•	•	•	•						
Urban Ed (EEO)	•	•	•	•		•	•	•	•						•	•	•	•	•						

TABLE 4:
TYPES OF ACTIVITIES RELATED TO MULTICULTURAL EDUCATION
PERFORMED BY UNITS IN STATE EDUCATION AGENCIES

(Continued)	CURRICULUM					INSTRUCTIONAL MATERIALS					TEACHER EDUCATION/ CERTIFICATION					STAFF DEVELOPMENT/ INSERVICE EDUCATION					RESOURCE CENTERS				
	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other
KANSAS																									
Equal Bd Opportunity	•	•	•			•										•	•	•							
Vocational Ed	•	•	•	•			•				•	•	•	•		•	•	•	•			•			
KENTUCKY																									
Prog Development						•		•								•		•			•		•		
Tchr Cert & Ed											•	•	•	•											
LOUISIANA																									
Bilingual Ed	•	•	•			•	•	•			•		•			•	•	•	•				•	•	
Compensatory Ed	•	•	•	•		•		•	•		•		•	•		•		•	•		•		•	•	
Tchr Cert														•											
MAINE																									
MARYLAND																									
Bilingual Ed	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•						
Compensatory Ed		•	•			•	•	•								•	•	•	•						
Equal Ed Opportunity	•	•	•	•		•	•		•					•		•	•	•	•		•		•		
Social Studies	•	•	•	•												•	•	•							
Tchr Cert												•													
Vocational Ed	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•	
MASSACHUSETTS																									
Bilingual Ed		•	•	•				•	•		•	•	•	•		•	•	•	•						
Compensatory Ed		•	•	•			•	•			•					•	•	•							
Equal Ed Opportunity		•	•	•			•	•	•													•	•		
Tchr Cert											•	•	•	•		•	•	•	•						
MICHIGAN																									
Compensatory Ed	•		•								•		•			•		•							
MINNESOTA																									
Bilingual Ed		•	•				•	•			•	•	•	•		•	•	•	•						
Curricula Services	•		•																						
Equal Ed Opportunity	•	•	•			•	•	•								•	•	•							
Gifted Ed			•								•							•							
Indian Ed													•			•									
Instructional Services	•					•																			
Music	•	•	•					•			•	•	•	•		•	•	•							
Social Studies	•	•	•			•	•	•			•		•			•	•	•			•	•	•		
Tchr Licensing														•					•						
MISSISSIPPI																									
Bilingual Ed								•								•		•			•	•	•	•	
Compensatory Ed	•	•	•	•			•	•						•		•	•	•	•						
Plan, Eval, & Res	•																								
MISSOURI																									
MONTANA																									
Compensatory Ed	•	•	•	•		•	•	•	•							•	•	•	•		•	•	•	•	
Equal Learning Oppor (EEO)	•		•			•		•					•				•	•					•		
Tchr Cert															•										
NEBRASKA																									
Administration																•			•	•					
Equal Ed Opportunity	•	•	•			•	•	•			•	•	•			•	•	•			•	•	•		
Mgt. Services/Infor				•															•						
Tchr Cert											•	•	•												

TABLE 4:
TYPES OF ACTIVITIES RELATED TO MULTICULTURAL EDUCATION
PERFORMED BY UNITS IN STATE EDUCATION AGENCIES

(Continued)

	CURRICULUM					INSTRUCTIONAL MATERIALS					TEACHER EDUCATION/ CERTIFICATION					STAFF DEVELOPMENT/ INSERVICE EDUCATION					RESOURCE CENTERS				
	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other
NEVADA																									
Equal Ed Opportunity						•		•				•		•		•		•							
Tchr Cert	•																•								
NEW HAMPSHIRE																									
Equal Ed Opportunity			•					•					•					•			•		•		
Tchr Cert & Ed											•			•	•		•	•	•						
NEW JERSEY																									
Bilingual Ed	•	•	•	•				•	•					•		•	•	•	•		•		•	•	
Equal Ed Opportunity			•				•	•								•		•							
Tchr Ed											•	•	•	•											
NEW MEXICO																									
Bilingual Ed	•	•	•	•		•	•	•	•		•	•		•		•		•							
Cross Cultural Ed	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•	
Indian Ed	•	•	•	•		•	•	•	•		•	•	•	•									•		
Tchr Cert & Ed		•	•	•							•	•	•	•			•	•							
NEW YORK																									
School Libraries			•																						
Tchr Cert & Ed											•	•	•	•											
NORTH CAROLINA																									
Bilingual Ed	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•	
Compsatory Ed		•	•					•								•		•							
Social Studies	•	•	•			•	•	•								•		•							
NORTH DAKOTA																									
Equal Ed Opportunity		•	•				•	•									•	•	•						
Plan, Eval, & Res		•																							
OHIO																									
Ed Redesign & Renewal			•			•												•							•
Plan, Eval, & Res					•					•															
Tchr Cert & Ed											•	•	•	•											
OKLAHOMA																									
Human Relations(EEO)	•	•	•			•		•					•			•	•	•	•						
Tchr Ed											•			•											
OREGON																									
Equal Ed Opportunity			•	•					•									•	•						
Tchr Cert & Ed											•	•	•	•		•	•	•	•						
PENNSYLVANIA																									
Equal Ed Opportunity	•		•	•		•		•			•	•	•			•		•					•		
Second Language Ed	•	•	•	•			•	•	•		•	•	•	•		•	•	•	•			•	•	•	
Staff Dev/Inservices																	•	•							
Tchr Cert/Ed											•	•	•	•											
RHODE ISLAND																									
Tchr Cert												•	•	•											
SOUTHCAROLINA																									
SOUTH DAKOTA																									
Compensatory Ed		•	•			•	•	•			•	•	•	•		•		•	•						
Equal Ed Opportunity													•			•		•							
Social Studies	•	•	•				•	•									•	•							
Tchr Cert											•			•											

TABLE 4:
TYPES OF ACTIVITIES RELATED TO MULTICULTURAL EDUCATION
PERFORMED BY UNITS IN STATE EDUCATION AGENCIES

(Continued)	CURRICULUM					INSTRUCTIONAL MATERIALS					TEACHER EDUCATION/ CERTIFICATION					STAFF DEVELOPMENT/ INSERVICE EDUCATION					RESOURCE CENTERS				
	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other	Development	Evaluation	Technical Assistance	Review & Compliance	Other
TENNESSEE																									
Bilingual Ed	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•	
TEXAS																									
Bilingual Ed	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•						
Compensatory Ed	•		•	•			•	•	•			•	•	•			•	•	•				•		
Tchr Cert											•	•	•												
Tchr Ed											•			•											
UTAH																									
Compensatory Ed		•	•	•			•										•	•	•						
Humen Relations		•				•	•	•								•	•								
Staff Dev/Inservice								•					•	•		•		•							
VERMONT																									
Federal Assistance	•	•				•	•				•	•									•	•			
VIRGINIA																									
Instructional Services	•	•	•			•	•	•			•	•	•			•	•	•			•	•	•		
Language	•	•	•				•	•			•	•	•	•		•	•	•							
Tchr Cert & Ed											•	•	•												
WASHINGTON																									
Bilingual Ed			•					•																	
Equal Ed Opportunity	•	•	•			•	•	•			•		•			•		•							
Grants Mgt.		•															•	•	•			•	•	•	
Tchr Cert & Ed											•	•	•	•	•	•	•	•		•					
WEST VIRGINIA																									
Bilingual Ed	•	•	•			•	•	•								•	•	•							
Equal Ed Opportunity			•			•		•			•		•			•		•			•		•		
Guidance																		•							
Instructional Services	•		•			•	•	•	•							•	•	•							
Prof Develop Systems												•	•	•			•	•	•			•	•	•	
Tchr Preparation												•	•	•											
WISCONSIN																									
Equal Ed Opportunity	•	•	•			•	•	•								•	•	•							
Instructional Services	•	•	•	•	•	•	•	•		•	•	•	•	•		•	•	•		•					•
Tchr Cert & Ed											•	•	•	•											
WYOMING																									
Bilingual Ed			•	•				•	•				•	•				•	•						
Curricula Services	•		•			•										•		•							
Plan, Eval, & Res		•		•													•								

(d) Development of educational programs, materials, and methods for use in desegregated classroom situations;

(e) Training of administrators, teachers, or other public school personnel in the implementation or use of methods, techniques, programs, and materials designed to cope with special educational problems occasioned by desegregation;

(f) Development of techniques for communications or interaction between public schools or school systems and the groups affected by the desegregation of such schools or school systems;

(g) Technical assistance to public school administrative staffs in determining the availability and appropriate utilization of funds under other Federal and State programs which would assist in coping with special educational problems occasioned by desegregation.

In addition to technical assistance to address race and sex discrimination, 17 SEAs received awards in fiscal year 1976 to carry out activities to benefit non-English dominant minority group students. Non-English dominant is defined as persons who are from environments in which the dominant language is other than English and who, as a result of such circumstances, are not capable of effective participation in the educational process. Agencies receiving federal funding for these activities are often referred to as Lau Centers (derived from the Lau vs. Nichols decision. 414 U.S. 563 (1974)). Units set up for non-English dominant students are sometimes referred to as Title IV Bilingual as opposed to VII Bilingual under the ESSEA, also known as the Bilingual Education Act, which will be discussed under the next section.

Differences in Designation and Method of Operation

Nineteen of the Title IV units which responded to the survey are designated Equal Educational Opportunity Units. Seven others are designated as Technical Assistance Units. In five other states the terms designating the units vary. In Iowa the unit is called Urban Education; in California it is

Intergroup Relations; in Oklahoma and Delaware it is Human Relations; and in Montana it is Equal Learning Opportunities.

The size and functions of the units also vary from state to state in terms of types of activities, size of staff and clerical support. In some states desegregation activities are carried out by large divisions which have other responsibilities as well. In Louisiana, for example, there is a Bureau of Technical Assistance which handles two other programs in addition to Title IV desegregation activities--Special Student Concerns and a special arts project under another Federal grant. The Technical Assistance Bureau is under a Division of Community services which also handles Title IX (ESEA) projects under the Ethnic Heritage Studies Act. In Mississippi all of the activities related to desegregation are carried out through a technical services unit which operates out of the Superintendent's office. In Missouri the Title IV unit functions through the Division of Urban and Teacher Education in the Department of Elementary and Secondary Education. In that state the desegregation staff consists of one professional and one secretary who assume responsibility for providing assistance to school districts throughout the entire State. In Texas the Title IV activities are handled by a separate division which has nine positions paid for through Title IV funds and four other positions paid for through state funds. The technical assistance division in Texas has been in operation for four years; prior to that, it was an office. Unlike Technical Assistance divisions in some states, the division does not handle the bilingual education programs funded under Title IV. In Virginia there is a technical assistance office for educational equality operating out of the State Superintendent's office.

In Washington there is also an Office for Equal Educational Opportunity under a division designated as Professional Services in Equal Educational Opportunity. This division also handles Indian Education and Bilingual Education.

The U.S. Office of Education's Office of Equal Educational Opportunity programs provided funds to 44 State Education Agencies in Fiscal Year 1976. Only 32 responded to the survey, but most indicated that they were engaged in activities related to multicultural education. It might be safe to assume that among the other 12 states which have Title IV units, many are also engaged in activities similar to those which responded.

The Equal Educational Opportunity Programs division of the U.S.O.E. also funded 17 bilingual related activities in SEAs through fiscal year 1976. Eleven of these 17 states responded to the survey, indicating that they carried out activities related to multicultural education. Again we might assume that among the six that did not respond, most were also engaged in some of the activities listed as multicultural. To a large extent, many of the SEA activities related to multicultural education are subsidized under federal grants for civil rights legislation.

Bilingual Education Programs

Although there are at least 14 federal programs directly concerned with meeting special educational needs of students with limited English speaking ability, not all of them have legislative requirements to support bilingual education. Federal programs differ in the way they are administered. Since only SEA units responded to the survey, information provided here is based on State-administered programs under ESEA Title VII, Title IV Civil Rights Act,

ESEA Title I and bilingual programs administered under vocational education. The latter two programs were not designed specifically to provide bilingual education,but are in some cases doing so in order to accomplish their own objectives. Most ESEA Title VII programs are basic grant programs in which the Office of Education makes a direct grant to a local school district. However, under the authorities of Section 403 of Public Law 88-352, Civil Rights Act of 1964 as mandated, the Commissioner of Education may make grants to SEAs to provide technical assistance to assist schools with desegregation problems based on race, national origin or sex. In addition, Congress authorized a supplemental proportion for Title IV to be used for SEA projects assisting districts with the language proficiency problems of non-English dominant minority group students.

Under ESEA Title VII the Bilingual Education Act, SEA's can obtain up to 5% of the total awards to local education agencies in the state. These are to provide assistance through grants or contracts to carry out training and support activities within SEAs.

There were 21 states responding to the survey which had units that perform activities related to bilingual and/or bicultural education. In some of these states bilingual activities were carried out through technical assistance units funded under Title IV. There was a considerable amount of variation in the way different states provided services through the bilingual units. In Mississippi bilingual programs operate out of the Superintendent's office, like the Title IV desegregation activities, but the bilingual activities are funded under Title VII ESEA. In several other states where bilingual programs were funded Title IV, the bilingual activities were not handled through the same unit responsible for other Title IV activities. One example was Texas where a separate division handles Title IV desegregation activities; another division designated as Special Populations handles Title IV bilingual programs.

Bilingual education is one of two other programs handled by that division. In California the Title IV bilingual program is combined with other bilingual activities funded by Title VII ESEA; both programs are administered through a separate bilingual unit. In Colorado the bilingual education unit is a state-funded program mandated by the state legislature. It operates under the Office of Program Development. The majority of the bilingual activities' funds in Colorado are provided by the state with approximately 20% of the funds coming from the federal sources of Title IV of the Civil Rights Act and Title VII of ESEA. In the state of Washington, there are two separate bilingual units that administer funds from the different federal services. In addition to a bilingual specialist funded under Title IV who operates out of the EEO office, there is also a separate office for bilingual education in the Division of Professional Services funded under Title VII of the ESEA.

Several states have completely separate bureaus or divisions established to handle bilingual activities. For example, Massachusetts has a Bureau of Transitional Bilingual Education, while Maryland places bilingual education under the Division of Special and Compensatory Education. In Connecticut and North Carolina bilingual education services are provided by consultants. In Connecticut the consultant is in the Bureau of Elementary and Secondary Education. In North Carolina the consultant is a state coordinator for bilingual education services in the Division of Languages. In Delaware bilingual services are handled by a supervisor for foreign languages under the Division of Special Programs. Delaware receives no federal funds for providing bilingual education services. In Tennessee bilingual education is handled by a state coordinator who is a specialist for bilingual education under the Division of Planning, Evaluation and Research. In New Mexico bilingual education is handled under Executive Services through the Deputy State Superintendent's Office.

Multicultural Activities in Bilingual Programs

Nineteen of the 21 bilingual education units responding to the survey indicated that they perform activities in the area of curriculum, classroom materials and staff development or inservice education. The aspects of the programs which provide information about the culture of non-English speaking children are designed primarily for children of those target groups. Under the provisions of Title IV and Title VII, English speaking children who might benefit from such programs would be only those in districts served by Title IV and Title VII units. These units do not provide services to districts which have no children of limited English speaking ability.

One of the concerns expressed by persons working in some of the bilingual education programs is that these programs are not viewed as effective mechanisms to promote multicultural education. In several states the activities carried out through the bilingual education units are often viewed by the legislators, and in many cases administrators of such programs, as temporary measures which will not be needed after a specific objective has been met. Secondly, the programs are designed to address the needs of the population who are cultural minorities. They do not serve as a resource for the development of multicultural curriculum. A spokesperson in one state pointed out that it would be impossible to separate the teaching of language from the teaching of culture. Bilingual education is by law a transitional program with an ultimate goal of the assimilation of people of limited English speaking ability into the dominant culture. In another state a spokesperson explained that the bilingual education program in that state included the teaching of Spanish culture to persons from other cultures. This was justified because it enabled bilingual education to become better accepted and able to meet objectives more effectively.

materials addressed a much broader scope than that outlined in Question #3. Periodical reports, bulletins and newsletters were a small proportion of the publications produced and/or disseminated by SEA units. Bibliographies, curriculum guides, classroom materials,program descriptions, training guides, and administrative manuals were among the publications received from SEAs. A complete bibliography of these resource materials is located in Appendix B. Some of these are discussed in this section in three parts: periodical reports, bibliographies, and other resource materials produced and/or disseminated by various SEA units.

PERIODICAL REPORTS

Idaho. A plan for the education of Indian children pursuant to the provisions of the Johnson O'Malley Act of 1934 (48 Stat 596) as amended: Public Law 74-638, Public Law 93-638 (88 Stat 2203) has been developed by the SEA. The purpose of the plan is to outline the procedure to be used in the administration of Johnson O'Malley funds received by the State of Idaho from the Bureau of Indian Affairs and to provide the guidelines within which Johnson O'Malley funds are used to assist local school districts that educate Indian youth. The Indian Education Annual Report reports the accomplishments and difficulties encountered in carrying out the programs of special provisions provided by the Bureau of Indian Affairs. The report also discusses school enrollment data, financial information which includes State and local district expenditure and miscellaneous information concerning the programs in the individual school districts supported by State-funded programs.

Massachusetts. The minutes of the Massachusetts Advisory Council on Bilingual Education serve as quarterly reports which consider various aspects of the program's operations. "Meeting the Needs of the Bilingual Child," provides a historical perspective of the nation's first transitional bilingual education

law, Chapter 71a of the Acts of 1971, Commonwealth of Massachusetts. The annual reports by the Bureau of Transitional Bilingual Education are disseminated throughout the state. They compile significant program data as a resource bank of information for those interested in the happenings of bilingual education from the perspective of the state unit administering the state-mandated program.

Montana. An annual report of Indian education contains school reports on the Johnson O'Malley Act funded projects. This includes financial reports, administrative budgets, summary of allocations, and enrollment data.

Pennsylvania. The Pennsylvania State Department of Education publishes evaluative criteria for bilingual/bicultural education and English as a second language program. Pennsylvania also requires a "school district compliance report for educational programs where the dominant language is not English" from every school in the district where there are students for whom English is a seoond language. This report requires the school to report on the number of children whose dominant language is not English to be served by bilingual education during the school year for grades pre-kindergarten to twelfth. The SEA has also published a document, "Survival English: A Second Language Program for Indochinese Refugees" and an advanced program "Functional English" for the same group.

BIBLIOGRAPHIES

Kentucky. Kentucky developed a publication called Multi-Cultural Curriculum Materials. This bibliography was financed through Title IV, P.L.88-352 Civil Rights Act.

Minnesota. Minnesota produced a minority groups bibliography consisting of materials geared to the needs of high school students and teachers.

New Mexico. In New Mexico a publication entitled Black Americans was developed. It includes bibliographies and resources, audio visual materials and periodicals.

Pennsylvania. Pennsylvania publishes a bibliography of resources on racial and ethnic minorities for Pennsylvania schools entitled American Diversity. Specific groups referred to are Afro-Americans, American Indians, Jewish Americans, Mexican Americans, Oriental Americans, Pennsylvania Germans, Puerto Ricans and other Americans.

Wisconsin. Wisconsin publishes an annotated list of multi-media resources for bilingual-bicultural education.

OTHER RESOURCE MATERIALS

Other materials published and disseminated by SEAs include curriculum resources, and training guides for use by administrators, teachers, students, and parents. Examples of these state publications are presented here according to the cultural/ethnic/racial emphasis of the materials.

Multicultural Education

California. The California State Department of Education produced a catalogue of courses offered by universities throughout the state of California for school staff preparation in the history, culture and current problems of racial and ethnic minorities. The Office of Intergroup Relations developed a guide which refers to the content and context of multicultural education. This guide considers needs and goals in reference to the school, multicultural instruction, and staff training. The guide also has references which refer to system models, school district planning, definitions of terms and concepts, and procedures for the analysis of multicultural cirriculum materials.

Illinois. In Illinois the Urban and Ethnic Education Section of the State Department of Education published several resource materials. Inter-Ethnic Celebration is a curriculum and resource manual for elementary school teachers, developed to increase students' awareness of ethnic celebrations and holidays. The Ethnic Resource Guide was prepared in response to the need for greater awareness of the role of the ethnic community in agencies and community organizations. The purpose of the guide is to enable teachers and other school personnel to identify state-wide and local resources for various ethnic groups in Illinois.

Iowa. In Iowa a planning guide was published for equal educational opportunities, specifically for integrated education. Guidelines were published to assist in the implementation of the human relations requirement for teacher education and certification. Iowa's first State Indian Education Conference was held in September 1975. As a result of the conference several recommendations were passed on to the Commissioner of Education in a publication of those proceedings.

Minnesota. The Minnesota State Department of Education developed a human relations guide, Inter and Intra Cultural Education, containing guidelines for meeting the needs of Minnesota elementary and secondary school students in multicultural education. The purpose of such programs is to enlarge students understandings, modify their behaviors and increase their appreciation for the pluralistic society in which they live. In addition, a minority groups bibliography which consisted of materials geared to the needs of high school students and teachers was developed.

New Mexico. The Cross-Cultural unit publishes multicultural awareness quizzes designed to assess overall group knowledge of selected aspects of the ethnic cultures throughout the United States. Attitudinal surveys for administrators, teachers and staff are conducted in order to assess perceived societal roles of minorities and females in their school districts. Participation in these surveys is absolutely voluntary, and persons responding are assured their answers are kept strictly confidential. The questionnaires are tabulated and analysed by the Cross-Cultural unit at the State Department of Education.

New York. The New York State Department of Education published a document entitled Materials, Programs and Services for Multicultural Education.

Nevada. In Nevada, Kaleidoscope, a directory of resource materials for ethnic education, K-12, was published.

Pennsylvania. In Pennsylvania a curriculum was devised for intergroup education to comply with the curriculum regulation, Title 22, Section 5.21. The Office of Equal Rights published an intergroup education curriculum entitled Equal Rights. The purpose of this publication is to encourage teachers and school administrators to explore with students the attitudes and skills essential to friendly and democratic relations between persons of different races, religions, national origins, socio-economic status and sexes.

Tennessee. The Tennessee Department of Education published a guide containing resources for teaching ethnic studies. The ethnic groups for which the materials were developed include Afro-Americans, Asian Americans, Mexican Americans, Native Americans and Puerto Rican Americans. The stated goals of these materials were to achieve cultural pluralism through an attempt to do the following:

1. to provide an awareness of the heritages of ethnic groups through knowledge of their cultures

2. to help each pupil to develop a positive self-concept through an understanding of his own worth and that of members of other ethnic groups

3. to help each pupil to develop an appreciation of the attitudes of ethnic groups through activities and skills which include value clarification

4. to develop materials which are appropriate for use in implementing ethnic education

5. to improve the program for teaching ethnic studies through the use of materials developed

6. to assist teachers to develop strategies for change in attitude which will help to improve human relations in the classroom.

The guide discusses concepts and strategies related to geography, history economics, political science, anthropology and psychology.

Vermont. The Vermont State Advisory Committee of the U. S. Commission on Civil Rights published a report entitled "Closing the Ethnic Gap". One of the recommendations of the report was that the Vermont Educational Association was the only educational organization aware of the need for education in Vermont concerning human rights and minority groups. The report also stated that there is a need for teachers and teacher training related to this concern.

Most of the information collected by the State Committee on Teacher Training related to the State University System. Since 50 percent of Vermont's teachers are trained in Vermont colleges, there is obvious need for instruction in the area of human relations and minority groups to provide the future educators of Vermont with the information necessary to teach adequately the history, culture, achievements, and accomplishments of minorities, and to prepare Vermont students for a multi-racial and multi-ethnic world. Similarly, courses offered for re-certification credits should reflect concern in this area.

Virginia. The Virginia State Department of Education published curriculum guides for human relations, grades K-12. Two lessons in the guide deal with multiculturalism. One of these is entitled "Multi-Ethnic, Multicultural Groups," and states as its goal: "The concept of understanding people of various cultures, backgrounds and value systems." It suggests as a strategy that students participate in group discussions, view film strips, read articles, and write papers. The other lesson is entitled "Culture Sharing Day" for all grades, and the goal is to learn about cultures other than one's own. Strategies for this lesson included a human relations club which would assist in setting up art exhibits, decorating classroom bulletin boards, sponsoring music assembly programs, holding classroom discussions, and viewing filmstrips.

Bilingual-Bicultural Education

Texas. The Texas Education Agency published a 415-page bilingual education resource manual for grades K-3. It also published a training manual for orientation to bilingual education in Texas.

New Hampshire. A report on linguistic differences and equal education opportunity in New Hampshire was prepared by the Office of Equal Educational Opportunity with funds provided by the U. S. Office of Education. It was reported that there is a correlation in New Hampshire between school districts with a high percentage of students with French surnames and towns with a high percentage of adults with less than an 8th grade education. The report states that:

> Although a causal relationship cannot be assumed merely on the basis of this correlation, the statistical coincidence, when viewed in the light of known characteristics of isolated linguistic concentrations in the United States and of Franco-Americans in New England, emphasizes the need for immediate, in-depth study of the impact of local cultural diversity on education at all levels in New Hampshire.

One of the recommendations of the report was that there should be an immediate response to the study in terms of educational research and planning.

Idaho. Idaho has produced a publication entitled, There Is an Indian in your Classroom. This is a guide for teachers and educators who are concerned about the education of Indian children. It provides maps of Indian reservations in Idaho, answers the question "Who is an Indian?," refers to contributions of Indians, major problems in Indian education, pride in Indian heritage and many other issues related to Indian education.

Montana. Seven publications for improving Indian education have been produced by the SEA. "Project Understanding Across the State: Indian Studies" for 7th and 11th grade is an example. This pamphlet contains a course of study with selected bibliography and learning helps with general information for the teacher.

It is designed to make maximum use of the self-inquiry approach. The "Indian Culture Master Plan" is master plan for enriching the background of school personnel in Native American cultures. The "Indian Studies Guidelines" is a supplement to the Indian Culture Masterplan. "The Indian in the Classroom" has readings for the teacher with Indian students, and provides educators with a brief introduction to the history, culture and contemporary affairs of the American Indian. It also contains bibliographies, books, periodicals and other instructional materials.

Nevada. "Know your Nevada Indians" is a publication based on the work of a committee of graduate students who attended a five-week seminars held at the University of Nevada. In consists of an outline of general problems pertaining to Indian education described as poverty, language (confused lingualism), alcoholism, lack of community organization, dropouts, attendance motivation and devalued self-image. The nature of Indian life is described as "non-competitive, a kind of individualism that leads to (1) permissiveness, (2) does not promote other cultural understanding, and (3) local government which in many instances, does not fit modern times."

Afro-American Studies

Illinois. The Urban and Ethnic Education Section developed a curriculum guide for Black studies. This was designed as a part of a larger structure of a curricula approach to cultural pluralism and as a model for ethnic studies programs for other groups. The guide contains a rationale, suggested learning experience for pre-school and kindergarten, curriculum for all grades at the elementary

school and the junior high level.

Kentucky. "Contributions of the Negro to American Life and Culture: A Resource Unit" was produced for improving intergroup relations through instruction. The stated purpose of this resource unit is to focus on understanding the contributions of the Negro to American cultural heritage. The goal is that the basic learnings about the nature of prejudice and the essential appreciations for diversity might result and be carried over into the personal lives of the adults and students in such a way that intolerance and bigotry will eventually be eliminated from the Commonwealth.

New York. The Division of Intercultural Relations published The What and How on Teaching Afro-American Culture and History in the Elementary Schools. The publication describes its goal as that of presenting the facts in such a way that teachers can learn and teach simultaneoulsy. All curriculum areas are included.

Wisconsin. The SEA publishes "Starting Out Right," a guide to educators for choosing books about black people for young children, pre-school through third grade.

Sex Equity

New Mexico. "Reviewing Curriculum for Sexism" is designed to assist schools by providing a model for use in identifying and eliminating sexual stereotyping in educational material. In addition the preparation of the publication was said to have provided the Department with an opportunity for careful examination of its own materials.

Pennsylvania. The Office of Equal Rights published an exemplary intergroup materials directory entitled "Innovations". The stated purpose of this document was to recognize school units and districts which have developed exemplary instructional programs designed to increase students' understanding and appreciation of racial, cultural, religious, ethnic and sex differences.

Pennsylvania. The Division of Personnel Services has a publication "Training the Woman to Know Her Place." This examines sex role conditioning and its effects on women's aspirations. It also discusses America's sex role ideology from psychological barriers, biological considerations, and the presumed incompatibility of family and career. The Department also published a self-study guide to sexism in schools.

New York. The New York State Board of Regents published a position paper entitled "Equal Opportunity for Women." This provided a statement of policy as well as specific recommendations for action to guide schools toward achieving the goal of sex equity. The Commissioner established a task force on equal opportunity for women to advise him on methods for implementing the position paper, both in the department and in the educational and cultural institutions of the state. The task force initiated the preparation of a publication entitled "Reviewing Curriculum for Sexism" which was published in the Division of Curriculum Development of the State of New York.

AGENCIES PROVIDING SUPPORTIVE SERVICES TO STATE EDUCATION AGENCIES

Question #4 on the survey instrument asked the respondent to identify other units within the SEA and agencies outside of the SEA that perform supportive services related to MCE. The following shows the number of states that indicated other SEA units or agencies that provide the services listed:

	Development	Evaluation/ Assessment	Consulting/ Tech.Asst.	Compliance Review/ Enforce.	Other
Curriculum	36	33	38	24	8
Textbook/Classroom Materials	27	32	28	22	10
Teacher Training/Certification	28	31	28	27	8
Staff Development/Inservice Education	32	29	36	28	8
Resource Centers	22	21	23	16	7
Other	4	9	8	7	2

A number of agencies outside of the SEA were among those mentioned by various SEA units as resources for carrying out activities in MCE. These services are provided by federally funded programs, universities and colleges, local education agencies, private and professional organizations, and ethnic and cultural organizations.

FEDERALLY FUNDED PROGRAMS

Regional Education Laboratories

Units in Oregon and Arizona listed the Northwest Regional Education Lab in Portland, Oregon. California units listed the Far West Regional Education Lab in San Francisco. Nevada listed the Southwest Regional Lab. Units in Colorado also listed regional labs.

The regional labs were established by the federal government in the early 1960's with funding primarily from the National Institute of Education. There are 18 such labs. Most have a specific focus such as bilingual education of the Southwest Regional Lab. The Northwest Lab concentrates primarily

Indian education; the Far West Indian Education and bilingual education. No SEA units referred to any of the regional labs with a more specific concern with ethnic or multicultural curriculum. The C.E.M.R.A.L. in St. Louis, for example, focuses on studies concerned with the values of minority ethnic groups.

General Assistance Centers

The General Assistance Centers are funded under Title IV of the Civil Rights Act. They provide technical assistance to school districts, serving 27 designated areas. These Centers assist, upon request, any district or publicly funded agency in the areas of bilingual education and implementation of plans or programs for the desegregation of public schools.

SEA units in several states mentioned specific General Assistance Centers as resources for MCE. These included the following:

1. M.C.E.E.O. (Midwest Center for Equal Educational Opportunity) located at the University of Missouri at Columbia.
2. S.T.R.I.D.E. located at the Far West Lab in San Francisco, California.
3. Miami General Assistance Center for Bilingual Education.
4. General Assistance Center located at Portland State University in Portland.

Title VII Centers (Bilingual Education Network)

Title VII Centers are supported by the U.S.O.E. Office of Bilingual Education. The following centers were listed by respondents as among agencies providing supportive services for MCE:

1. B.E.T.A.C. (Bilingual Educational Technical Assistance Center) located in Takoma, Washington.
2. National Bilingual Education Resource Center located at the University of Washington in Seattle.

3. M.E.R.I.T. (Multilingual Educational Resource Information Training Center) located at Temple University in Philadelphia.

Title IX ESEA, the Ethnic Heritage Studies Act

In only three states was Title IX ESEA referred to as a resource. In one state a Title IX project was administered under the Technical Services Division. In another, an application for a state-wide project funded through Title IX had been applied for and if approved would be administered by a SEA unit. In a third state, a state university with a Title IX project was listed as a resource for multicultural education.

UNIVERSITIES AND COLLEGES

State universities and colleges were listed as resources for providing teacher training programs related to the needs of specific ethnic groups. The University of New Mexico, for example,was listed as a resource with two such programs, the N.T.E.P. (Navajo Teacher Education Program) and the P.T.E.P. (Pueblo Teacher Education Program). In addition, the Southwest Bilingual Education Training Resource Center is located there. Several universities with General Assistance Centers were referred to as resources. South Asian Studies and African Studies programs at the University of Wisconsin, Madison and the Institute of World Affairs at the University of Wisconsin, Milwaukee were listed as resources.

LOCAL EDUCATION AGENCIES

Some SEA units indicated that curriculum and staff development activities for MCE are carried out by local school systems only. The Division of Instruction in Maryland referred to the Baltimore City Public Schools and the Montgomery County Schools as involved in activities related to curriculum, classroom materials, teacher training and staff development and inservice. The

Office of Equal Educational Opportunity in Maryland also cited Title IX Ethnic Heritage Projects in Frederick County and Baltimore City as resource centers. The Bureau of Equal Educational Opportunity in Massachusetts mentioned the Metro Ethnic Heritage Resource Centers in Boston. In Minnesota the Minneapolis and Duluth Public Schools were listed as resources under curriculum and classroom materials by the Bureau of Indian Education. The bilingual program in Kansas City, Missouri was listed as a resource by SEA units.

PRIVATE AND PROFESSIONAL ORGANIZATIONS

The National Council for the Accreditation of Teacher Education (NCATE) was mentioned by the Teacher Standards and Practices Commission in Oregon. The Division of Teacher Education in Pennsylvania listed the National Association for State Directors of Teacher Education and Certification (NASDTEC). In North Carolina the Regional Accrediting Association was listed as being concerned with the evaluation and assessment of curriculum for multicultural education. In Utah the Migrant Council was listed.

ETHNIC AND CULTURAL ORGANIZATIONS

The Minneapolis SEA listed the Chippewa tribe as a resource for developing curriculum and classroom materials related to Indian education. The EEO unit in Mississippi listed the Mississippi Band of Choctaw Indians as an outside agency involved in multicultural activities. The South Dakota Indian Education Association was listed as a resource which provided consulting and technical assistance. It was also listed as being engaged in the development of activities related to curriculum, classroom materials and inservice teacher education. In addition to ethnic groups, private women organizations were also referred to as resources for multicultural education. In Massachusetts a

consulting firm called "New Environments for Women Incorporated" was listed as performing activities related to review and compliance for curriculum and classroom materials. In New York the Advisory Council on Equal Opportunity for Women was listed as a resource. Two private womens centers were listed as resources by a SEA unit in Pennsylvania.

OTHER RESOURCES

Professional consulting firms were listed as resources by SEA units in Texas and Massachusetts. In Massachusetts one consulting firm was said to provide technical service and assist in the development of classroom materials as well. In Utah the Migrant Council was listed. In New Hamphire the Title IX Womens Educational Equity Act Program director was listed as a resource for curriculum, textbooks, teacher training and inservice education. Public libraries were also listed as resources. In Michigan the State Library was listed as a resource center for providing consulting services, technical assistance and support for development of curriculum. A unit in the Tennessee SEA listed the Nashville Public Library as a resource. In New York, Oregon and Texas the State Textbook Commission was listed as a resource. The State Human Relations Commission was listed as a resource in Pennsylvania.

TARGET POPULATIONS

The final question on the survey asked the respondent to list the ethnic, racial, cultural or linguistic groups affected by the activities of the SEA unit. Table 5 shows the groups identified by various states. The specific responses follow:

1. Indians, American Indians, Native Americans.

   63 units in 31 different states listed groups under one of three above categories. In addition to these general designations, specific tribes were named by units in seven different states:

   Arapaho and Shoshone in Wyoming
   Navajo, Ute and Kickapoo in Utah
   Choctaw in Tennessee and Mississippi
   Sioux in South Dakota
   Chippewa in Minnesota
   Pima, Hualapi, Hava Supai, Hopi, Navajo, Apache and Papago in Arizona
   23 tribes in New Mexico

2. Spanish, Spanish surname, Spanish American, Spanish speaking

   There were 20 states which described target groups under one of the above categories. Other designations included Hispanic Americans, Latin Americans and Latinos. Some states listed Spanish-speaking cultural groups by origin or nationality.

   Puerto Ricans: Connecticut, Delaware, Pennsylvania, Maryland, Louisiana
   Mexican American: Arizona, California, Colorado, Idaho, Illinois, Louisiana, Maryland, Minnesota, Montana, Nebraska, New Mexico, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, Wyoming
   Cubans: Nevada, Georgia, Louisiana

3. Blacks

   Units in 30 states cited blacks or Afro-Americans or African Americans as one of the specific ethnic, racial or cultural groups. In three states, Mississippi, Louisiana, and Georgia, the term "Negroes" was used.

4. Asians

   There were several classifications used to describe populations in this category.

ETHNIC, RACIAL, CULTURAL, LINGUISTIC GROUPS IDENTIFIED AS
TARGET POPULATION(S) BY STATE EDUCATION AGENCIES

	Asian Americans	Black Americans	Native Americans	Spanish Speakers	White/Anglo Americans	Other Ethnic Groups	Women
Alabama	•						
Alaska			•				
Arizona	•	•	•	•	•		
Arkansas		•					
California	•	•	•	•	•	•	
Colorado	•	•	•	•	•	•	•
Connecticut	•	•		•		•	
Delaware	•	•		•			
Florida		•		•			•
Georgia	•	•		•	•		
Hawaii	•						
Idaho	•	•	•	•			
Illinois	•	•	•	•	•	•	
Indiana	•	•	•	•		•	
Iowa	•	•	•	•			•
Kansas							
Kentucky	•	•		•	•	•	
Louisiana	•	•		•	•	•	
Maine			•				
Maryland	•	•	•	•	•	•	•
Massachusetts	•	•	•	•		•	
Michigan	•	•		•	•		
Minnesota	•	•	•	•			•
Mississippi	•	•	•	•			
Missouri	•	•	•	•	•	•	•
Montana			•	•			
Nebraska	•	•	•	•	•	•	
Nevada	•	•	•	•			
New Hampshire		•	•	•		•	
New Jersey	•	•		•	•	•	
New Mexico		•	•	•	•		
New York						•	•
North Carolina	•	•	•	•			•
North Dakota			•	•			
Ohio							
Oklahoma		•	•	•			
Oregon	•	•	•	•	•	•	
Pennsylvania	•	•		•		•	•
Rhode Island							
South Carolina							
South Dakota			•	•			
Tennessee	•					•	
Texas	•	•	•	•	•	•	
Utah	•	•	•	•	•		
Vermont							
Virginia	•	•	•	•	•	•	
Washington	•	•	•	•	•	•	
West Virginia	•	•	•	•	•	•	•
Wisconsin	•	•	•	•		•	•
Wyoming		•	•	•		•	
American Samoa	•				•		•
Canal Zone							
Guam							
Puerto Rico							
Trust Territories							
Virgin Islands		•		•			

Vietnamese--13 states
Korean--5 states
Chinese--5 states
Cambodian--3 states
Laotian--3 states
Filipino--3 states
Japanese--2 states
Thai-1 state

5. Other linguistic, cultural and ethnic groups

Besides Native Americans, Blacks, Spanish-speaking and Asian other specific ethnic, cultural, national and linguistic groups were referred to:

Eastern European nationalities: Maryland
Portuguese: California, Massachusetts, New Hampshire, Pennsylvania, New Jersey
Cape Verdian Islanders: Massachusetts
Tongan and Talau: Hawaii
Franco Americans: Maine, Massachusetts, New Hampshire, Louisiana
Italians: Connecticut, Kentucky, Massachusetts, New Jersey, New Hampshire, Pennsylvania
Jews: Connecticut, Maryland, New Hampshire, Washington
Lebanese: New York
Russian Speaking: Massachusetts, Oregon
Kurdish: Tennessee
Gypsy: Washington
Basque: Wyoming
Irish: Connecticut
Greeks: Maryland, Massachusetts, New Hampshire, Pennsylvania, New Jersey
Czech: Texas
German: Texas
Scandinavian: Texas
Arabs: Indiana, Pennsylvania, New Jersey
Pacific Islanders: Colorado, Virginia
Polish: Massachusetts
Haitian: Massachusetts
Hungarian: Louisiana
French: New Jersey, Louisiana
Turkish: New Jersey
Yogoslav: New Jersey
Hindi: Tennessee, New Jersey
Punjabi: California
Pakistani: Colorado
Samoan: Hawaii

6. Racial and Linguistic designations for dominant group

Units in some states referred to whites or Caucasian as a racial category and/or as target groups. In others, the term Anglo as a cultural linguistic category was used:

White: Georgia, Kentucky, New Jersey, Illinois, Louisiana, Virginia
Anglo: New Mexico, Utah, Texas
Caucasian: Washington

An SEA unit in Maryalnd referred to "Appalachian Whites" as a target group. This designation was based on membership in a social and economic category of disadvantaged persons rather than a racial designation.

7. Sexual categories

Units in 12 different states included "women" or "females" as target groups.

Women: Florida, Kansas, Louisiana, Maryland, Minnesota, North Carolina, New York, Pennsylvania, Wisconsin
Female: Colorado, Missouri, West Virginia

A SEA unit in one state, West Virginia, also mentioned males as a target category.

8. Need categories

Besides references to specific cultural groups like Soviet Jews, Maine Indians, other categories based on needs were employed. Limited English-speaking, Non English Dominant, French Speaking, Low Income persons and Migrant Workers.

The target populations listed in response to the question varied significantly by type of designations. A discussion of these designations is presented here for clarification of classifications used by various SEA units.

Racial Groups

A variety of terms were used to describe persons from "racial" backgrounds who are other than white. The term Asian was used most frequently as a broad classification for Japanese, Chinese, Filipino, Korean and presumably many other nationalities from the Asian sub-continent. Besides cultural or national designations, geographical classifications for members of this group were also employed. The term Indo Chinese was used by several states in reference to a specific region. The term Oriental was used by other states in reference to that part of the world known to those in the West as the East.

On the 1970 Census questionnaire, persons were asked to indicate their race by selecting one of the following: White; Negro or black; Indian (American); Japanese; Chinese; Filipino; Hawaiian; Korean or Other (specify). American Indians were also asked to indicate their tribe. For persons of mixed parentage who were in doubt as to their classification, the race of the person's father was to be used. All respondents had the opportunity to classify themselves with respect to race. The U.S. Bureau of Census explains that the concept of race, as used by the Bureau, does not deonte any scientific definition of biological stock. Racial classification in very many cases has very little to do with culture. The Bureau of the Census indicates that the white population not only includes persons who indicated their race as white, but those persons who did not classify themselves under one of the specific race categories on the questionnaire but enetered Mexican, Puerto Rican or a response suggestion Indo-European stock. The black population includes persons who indicated their race as such. It also includes persons who did not classify themselves in one of the specific race categories, but as Jamaican, Trinidadian, West Indian, Haitan and Ethiopians.

Many specific nationalities used by SEA units such as Pakistani, Thai, Vietnamese, Cambodian and Latian would fall under the category of "Other" under the U.S. Bureau of the Census race categories. This category is used by the Bureau of the Census to include Malayan, Polynesian, Thai and other races not included under the specific categories listed.

Ethnic Groups

SEA units referred to white ethnic, cultural or linguistic groups such as Eastern European nationalities, Portuguese, Franco Americans, Russian-speaking, Scandinavian, Basque. The Ethnic Origins Statistics staff and the

U.S. Bureau of the Census collects data on persons classified under this category who are first and second generation Americans. The Bureau of the Census makes a distinction between foreign born and foreign stock. The category "foreign stock" includes the foreign born population and the native born population of foreign or mixed parentage. Persons of foreign stock or white ethnics thus comprise all first and second generation Americans. The U.S. Census classifies such persons according to their country of origin. Native born Americans of foreign parentage whose parents were born in different countries are classified according to the country of birth of their father. Natives of mixed parentage are classified according to the country of birth of the foreign born parent.

It is not clear how the SEA units define the ethnic, cultural or linguistic groups for which they provide services since the questionnaire did not provide definitions. The Bureau of the Census explains the designations of ethnic groups as not constituting a measure of the degree to which persons identify with any particular ethnic group. Nor should they be used to infer total counts of ethnic origin groups. There is wide variation from group to group in the relationship between the foreign stock population and the ethnic origin population of the same group, often depending upon recency of arrival in the United States.

Spanish Ancestry Population (Spanish Heritage)

The inconsistent use of the terms to identify groups with a common Spanish heritage also warrants an explanation. There is no one standard and widely accepted system for the classification of different U.S. ethnic groups. However, the U.S. Census Bureau has created ethnic, as well as racial, statistics staffs which collect data on groups in America under these classifications. The Ethnic Origins Statistics Staff is primarily concerned

with first and second generation Americans, while the racial statistics staff compiles data on selected racial groups. The selected groups classified as racial are Black, White, American Indian and Asian. A third staff in this group is the Spanish Origins Statistics staff which collects data on the American population of Spanish ancestry. The linguistic, racial and ethnic characteristics by which people in these three categories are identified often overlap and consequently many persons are included in two or more of these groups, as the Census Bureau explains. It would seem that the various ethnic and racial classifications used to identify persons as different from each other should be functional and done for good reasons. For example, bilingual education programs which provide services for persons of limited English-speaking ability, need to know how many people fall into that category. Therefore Spanish speaking might be the appropriate classifier for a group with this need. In cases where discrimination based on ethnic or national origin prevails, a broader and more distinct classification might be in order, such as Spanish surname or Spanish ancestry. On the other hand, children from Spanish cultural backgrounds and fluent in English are often taught by teachers from a different cultural background. The teacher's training sometimes leaves them ignorant and insensitive to the children's educational needs and learning styles. This problem might be considered one resulting from ethnocentrism. Students disadvantaged by such situations might be more appropriately classified as Spanish cultural heritage. In these cases there is not a linguistic handicap, nor overt or intentional discrimination. Yet the system often works to the disadvantage of children who are not from a cultural background or heritage similar to that of the teacher.

The term "Spanish Ancestry" is used in the U.S. Department of Commerce's Bureau of Census publication "Data Access Descriptions." The term is used

as an overall reference and was created to differentiate between other labels for the Spanish populations In the 1970 Census several major identifiers under this term were used to provide statistical information on the Spanish speaking population. Besides birth, parentage and Spanish language, Spanish origin and Spanish surnames were also used.

Spanish Origin or Descent

The terms Spanish origin or descent were used in the 1970 Census for the first time. This classification of the Spanish ancestry population was based on self-identification by respondents. The six choices under this category were Mexican, Puerto Rican, Cuban, Central or South American, other Spanish or none of these.

Spanish Surname (for Persons in Five Southwestern States)

Identification by Spanish surname was first used in the 1950 and subsequently the 1960 and 1970 Census. Persons of Spanish surname were identified only in the Southwestern states (Arizona, California, Colorado, New Mexico and Texas). This identifier was created by the U.S. Census Bureau in order to obtain the best possible count of persons of Spanish ancestry in the five Southwestern states. A substantial number of persons of Spanish background could not be calssified Spanish speaking because they did not have Spanish as a mother tongue.

The only SEA unit reporting a target population under this category was Minnesota. Mexican American was used by SEA units in New Mexico, and Chicano was used by units in California and Nex Mexico. None of the SEA units in the Southwestern states designated target populations as either Spanish speaking or surname.

Spanish Heritage

The category, Spanish heritage, was created by the U.S. Census Bureau to consolidate data for persons of Spanish ancestry in various parts of the United States. In the five Southwestern states the population of Spanish-heritage is specified as the population of Spanish language or surname; in three mid-Atlantic States (New York, New Jersey, Pennsylvania) as the population of Puerto Rican birth or parentage; and in the remaining 42 states and the District of Columbia as the population of Spanish language.

Spanish Heritage Not a Racial Term

The U.S. Bureau of Census makes it a point to note that the term "Spanish heritage" or any other classifier of the Spanish population refers to an ethnic and not a racial designation. Persons of Spanish heritage can be of any race and thus also included in the "white," "Negro-black" and "other" racial categories.

SUMMARY

Thirty-four different states address multicultural education through legislation, regulation, guidelines, and/or policies. Twenty-two of these states have provisions for bilingual education; three for American Indian Studies; four for Afro American Studies; one for Italian American and Spanish American Studies; and twenty-five for multiethnic or multicultural education. These state provisions for multicultural education address five aspects of education--curriculum, instructional materials, teacher certification and education, staff development and resource centers.

Thirty-two states have provisions related to curriculum. Twenty-one of these states address curriculum for bilingual education and nineteen for multiethnic education. Three states require American Indian studies for either Indian students or all students in the state. Two states require that the study of the history and contributions of Afro Americans be included in the curriculum of public schools. Most of the provisions that address multiethnic curriculum include women as well as ethnic, racial, cultural, and religious groups. Fifteen states require that instructional materials reflect the cultural diversity of the United States. Many of these states have developed criteria for judging the instructional materials to be used in the classrooms of the state.

Twenty-three states have requirements related to multicultural education for the certification of teachers. Fourteen states specify competencies or experiences for the certification of bilingual education teachers. One state requires that all teachers have course work in the area of American Indian Studies. Nine states require course work or experiences in multicultural education. This includes human relations, intergroup communication, and/or ethnic studies.

Thirteen states specify the need for staff development activities in this area, especially when the student population of a school or school district includes a concentration of limited-English speaking families or minority families. Six states have provisions for resource centers of multiethnic, bilingual, or ethnic specific materials.

All but two states indicated that activities related to multicultural education are undertaken by one or more units within the State Education Agency. Again, these activities, like the provisions for multicultural education address curriculum, instructional materials, teacher certification and teacher education, staff development, and resource centers.

The majority of multicultural education activities carried out by various units within State Education Agencies are directed at target populations as follows:

Spanish Speakers	38 states
Black Americans	36 states
Asian Americans	32 states
American Indians	31 states
White/Anglo Americans	19 states
Other Ethnic Groups	23 states
Females	11 states

Based on the identified target populations, multicultural education appears to be associated with the educational needs of minority populations and women for the most part.

The units within the State Education Agencies that are undertaking activities related to multicultural education include the following:

Equal Educational Opportunity	30 states
Teacher Certification/Education	29 states
Bilingual/Education	21 states
Compensatory Education	14 states
Curricula/Instructional Services	8 states
Planning, Evaluation & Research	5 states
Social Studies	5 states
Indian Education	3 states
Other Units	21 states

Several of these units are supported by federal monies. The units for equal educational opportunity are usually funded through Title lV of the Civil Rights Act. Many of the state bilingual education programs are supported by funds from Title VII of the Elementary and Secondary Education Act (E.S.E.A.) or Title IV of the Civil Rights Act. Title I funds of E.S.E.A. also support most of the state compensatory education programs. Compared with the number of units that probably operate primarily from state support, it is obvious that most activities related to multicultural education are undertaken with the support of federal monies.

The federal programs which make money available to the units referred to above are designed to assist school districts which have pupil populations in need of special assistance: Title I of E.S.E.A. for educationally retarded pupils in need of remedial assistance or some form of compensatory education; Title VII of E.S.E.A. for children of limited English-speaking ability; and Title IV of the Civil Rights Act for school populations with non-English dominant pupils and children affected by problems related to court ordered or voluntary racial desegregation. The curriculum, instructional materials, inservice training and resource centers developed with the assistance of these federal programs focus on specific segments of the population referred to as minority.

Many of the multicultural education activities undertaken by State Education Agencies also focus mainly on limited-English-speaking students or students who are either Afro American, American Indian or Asian American. The state provisions for multicultural education, however, focus more on teaching about the cultural diversity of the U.S. to all students rather than only to students of a specific ethnic, cultural or racial group. The actual approach to multicultural education by State Education Agencies often excludes persons who are

not members of specific categories of eligibility as determined by federal or state legislation. Multicultural education is often viewed as a means rather than an end. The activities carried out by units within the State Education Agencies seem to support the following educational goals: (1) cultural and linguistic assimilation; (2) improvement of interracial and intergroup relations; or (3) assuring equal educational opportunity and equity for women and minorities.

APPENDIX A

SURVEY INSTRUMENTS AND ACCOMPANYING LETTERS

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SURVEY OF STATE PROVISIONS RELATED TO MULTICULTURAL EDUCATION

DIRECTIONS: Please indicate the sources of authority for multicultural activities in your state department of education. Complete the two sections below as follows:

Section A: Check all appropriate boxes where your state has such provisions.

Section B: Provide the title, name, number or some other reference for the specific provision and its source of authority.

	Section A: SOURCE OF AUTHORITY					
	CONSTITUTION PROVISION: State Laws (Acts, Titles, Chapters, Bills)	COURT DECISIONS: Key Case References, Decisions, Orders, Interpretations	STATE BOARD OF EDUCATION: Resolutions, Bylaws	STATE DEPARTMENT OF EDUCATION: Regulations, Guidelines	OTHER AUTHORITIES: Human or Equal Rights Commission, Directives, Executive Orders	Section B: SPECIFIC REFERENCES
CURRICULUM: Are there any state provisions which require that the heritage, contributions, history or culture of specific groups be included in the public school curricula at certain levels or in certain subject areas?						
TEXTBOOKS/CLASSROOM MATERIALS: Do state provisions exist pertaining to the portrayal of ethnic, racial, cultural or linguistic minorities in the classroom?						
TEACHER TRAINING/CERTIFICATION: Are there provisions which require teachers to take courses or have experiences related to the history, culture, heritage of ethnic, racial, cultural or linguistic minorities as a prerequisite to certification?						
STAFF DEVELOPMENT/INSERVICE EDUCATION: Are there provisions which require teachers to take courses or have experiences related to the history, culture, heritage of ethnic, racial, cultural, or linguistic minorities as a part of an inservice training program?						
RESOURCE CENTERS: Are there provisions for the establishment and maintenance of resource centers on a regional or statewide basis which make available teaching and resource materials on the history or culture of specific American ethnic or cultural groups?						

STATE _____ RESPONDENT _____

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

August 9, 1977

Dear CEIS Representative:

The American Association of Colleges for Teacher Education (AACTE) wishes to cooperate with the CCSSO in a study that outlines current state legislation, guidelines, regulations and policies relevant to multicultural education. The results of this study will be used as resource material by teacher education institutions in developing and implementing multicultural teacher education programs.

In order to develop a comprehensive view of how and why different states have developed multicultural activities, we need to identify the sources of authority for those activities, i.e., constitutional provisions, court decisions, state board of education policies, state department of education regulations and guidelines, etc. The purpose of the enclosed questionnaire is to identify these different sources of authority.

We request that you be responsible for completion of the enclosed and returning it to AACTE. In most state departments of education, the office of the legal counsel is the best source of this information, and you may wish to contact that office for assistance. Respondents have also been identified from divisions/departments/bureaus in the SDE to respond to a different survey that requests information about their multicultural activities (copy of that letter and the questionnaire are enclosed). Please return the survey in the enclosed self-addressed envelope to AACTE by August 31, 1977. This survey was reviewed and approved by the CCSSO's Committee on Education and Information Services (CEIS) at its August 3rd meeting.

For this survey, multicultural education is used as a broad educational concept related to ethnic, racial, cultural or linguistic minorities and women. In order to develop a comprehensive view of the multicultural provisions, policies, and practices in state departments of education, the second questionnaire has been mailed to several different respondents as identified by the chief state school officer. These include persons responsible for equal opportunity, ethnic or multiethnic studies, human or intergroup relations, bilingual education, desegregation, urban education, compensatory education, multicultural education, teacher certification, and women's studies.

The two questionnaires will provide only a descriptive profile of state activities. In addition to the survey, we would therefore appreciate your sending copies of statements of purpose, publications, reports, policy statements, regulations, guidelines, or legislative mandates related to your multicultural activities.

We plan to complete the descriptive profile of state provisions, policies and practices related to multicultural education by the end of September 1977. During October, a copy of this profile will be mailed to each chief state state school officer and the state CEIS representative.

Early in 1978, additional reports will be available that analyze the state provisions, policies, and practices related to multicultural education and selected teacher education programs in states with such provisions. Also at that time, two other reports will have been completed--an analysis of multicultural education as practiced in American teacher education and an analysis of multicultural activities in selected professional associations.

Your assistance in completing the enclosed questionnaire is sincerely appreciated. If you have questions concerning this activity, please contact Donna Gollnick at AACTE (202) 293-2450.

Sincerely yours,

Frank H. Klassen
Associate Director, AACTE

SURVEY OF MULTICULTURAL ACTIVITIES IN
STATE DEPARTMENTS OF EDUCATION

DIRECTIONS: Please complete the following four questions and return to AACTE in the self-addressed envelope that accompanies this survey.

1. Do the activities carried out by your unit relate to the interpretation or implementation of multicultural education in any of the following areas? Check the appropriate space.

	Yes	No
Curriculum	_____	_____
Textbook/Classroom Materials	_____	_____
Teacher Training/Certification	_____	_____
Staff Development/Inservice Education	_____	_____
Resource Centers	_____	_____
Other (please specify) _____		

2. Please indicate the responsibility that your unit has for the following activities as they relate to multicultural education. Check all boxes that are appropriate.

	Curriculum	Textbook/Classroom Materials	Teacher Training/ Certification	Staff Development/ Inservice Education	Resource Centers	Other as specified above
Evaluation/Assessment						
Consulting/Technical Assistance						
Compliance Review/ Enforcement						
Development						
Other (please specify)						

3. Are any periodical reports including newsletters and bulletins written which provide any of the following information about your unit's multicultural activities? Please check the appropriate space and indicate the name of the publication when the response is "yes."

	Yes	No	Name of Publication
Goals and Purposes	_____	_____	_____
Target Population, Current Needs, and Delivery Systems	_____	_____	_____
Impact of Services	_____	_____	_____
New Directions	_____	_____	_____
Other (Please Specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. In addition to your unit, are there other units in the state department of education or other agencies outside of the state department of education that perform supportive services related to multicultural education? Please write the names of these units or agencies in the appropriate boxes below.

	Curriculum	Textbook/Classroom Materials	Teacher Training/ Certification	Staff Development/ Inservice Education	Resource Centers	Other (as specified earlier)
Evaluation/Assessment						
Consulting/Technical Assistance						
Compliance Review/ Enforcement						
Development						
Other (please specify)						

5. Please list which ethnic, racial, cultural, or linguistic groups are in some way affected by the activities of your unit.

_____

_____

WHEN POSSIBLE, PLEASE SUPPLEMENT THIS QUESTIONNAIRE WITH MATERIALS PRODUCED BY YOUR UNIT THAT WOULD FURTHER CLARIFY ITS ACTIVITIES RELATED TO MULTICULTURAL EDUCATION. This could include statements of purpose, publications, reports, policy statements, regulations, guidelines, and legislative mandates.

STATE _____ UNIT _____

RESPONDENT _____

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

August 9, 1977

Dear Respondent:

The American Association of Colleges for Teacher Education (AACTE) wishes to cooperate with the CCSSO in a study that outlines current state legislation, guidelines, regulations and policies relevant to multicultural education. The results of this study will be used as resource material by teacher education institutions in developing and implementing multicultural teacher education programs.

You have been designated by your chief state school officer as the respondent for your particular division/department/bureau within the state department of education. We request that you respond to the enclosed questionnaire, "Survey of Multicultural Activities in the State Departments of Education," for your unit only. Respondents have been identified from other units in the SDE to also complete the questionnaire. Please return the survey in the enclosed self-addressed envelope to AACTE by August 31, 1977. This survey was reviewed and approved by the CCSSO's Committee on Education and Information Services (CEIS) at its August 3rd meeting.

For this survey, multicultural education is used as a broad educational concept related to ethnic, racial, cultural or linguistic minorities and women. In order to develop a comprehensive view of the multicultural provisions, policies, and practices in state departments of education, this questionnaire has been mailed to several different respondents as identified by the chief state school officer. These include persons responsible for equal educational opportunity, ethnic or multiethnic studies, human or intergroup relations, bilingual education, desegregation, urban education, compensatory education, multicultural education, teacher certification, and women's studies.

The questionnaire itself will provide only a descriptive profile of state activities. In addition to the survey, we would appreciate your sending copies of statements of purpose, publications, reports, policy statement, regulations, guidelines, or legislative mandates related to your multicultural activities.

We plan to complete the descriptive profile of state provisions, policies, and practices related to multicultural education by the end of September 1977. During October, a copy of this profile will be mailed to each chief state school officer and the state CEIS representative. If you would also like a copy of that report, please contact AACTE directly. Early

in 1978, additional reports will be available that analyze the state provisions, policies, and practices related to multicultural education and selected teacher education programs in states with such provisions. Also at that time, two other reports will have been completed--an analysis of multicultural activities as practiced in American teacher education and an analysis of multicultural activities in selected professional associations.

Your assistance in completing the enclosed questionnaire is sincerely appreciated. If you have questions concerning this activity, please contact Donna Gollnick at AACTE, (202) 293-2450.

Sincerely yours,

Frank H. Klassen
Associate Director, AACTE

APPENDIX B

STATE LEGISLATION, REGULATIONS, GUIDELINES, AND POLICIES RELATED TO MULTICULTURAL EDUCATION

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Chapter 34. Bilingual-Bicultural Education.

4 AAC 34.010 PURPOSE. The purpose of this chapter is to encourage and assist school districts, in cooperation with local communities, to meet the special needs of children of limited English-speaking ability. The department believes that establishment of bilingual programs of education will tend to bring about an end to the depreciation of local culture elements and values by the schools, stimulate better communication between the community and the schools in solving educational problems, effect a positive student self-image provide more effective use of both English and the Student's language, foster more successful secondary and higher education careers, ease the obtaining of employment, allow genuine options for all students in choosing a way of life, and facilitate more harmonious relationships between the student's culture and the mainstream of society.

4 AAC 34.020. SCOPE OF STATE ASSISTED PROGRAMS. (a) Grants of state funds will be made to school districts to assist in the establishment, expansion, improvement, or maintenance of bilingual-bicultural education programs.
(b) Grant awards will be made for a period of not more than one fiscal year. Grantees seeking to receive assistance for additional one year periods must submit new applications for each year.

4 AAC 34.030. GRANT APPLICATIONS. The commissioner may award grants to school districts upon applications submitted to him by their governing bodies. A district's application must contain the following:

(1) an assessment of the bilingual-bicultural education needs of students in the district and a description of the methods utilized for determining the students' proficiency in English and native languages; and

(2) a bilingual-bicultural education program plan which assures that:

(a) the governing body has a statement of philosophy consistent with the bilingual-bicultural education philosophy expressed in sec. 10 of this chapter;

(b) to the extent possible, all sources of funds available for bilingual-bicultural education will be coordinated:

(c) there are comprehensive program objectives in measurable terms for each component of a program;

(d) there are plans for the procurement or development of bilingual-bicultural education materials;

(e) qualified bilingual-bicultural education instructors, coordinators, and administrators will be utilized;

(f) there is a program staff training design based upon training priorities for bilingual-bicultural education program staff, including but not limited to, pre-service and in-service training;

(g) there is a mechanism for parent and community involvement in the development, establishment, and evaluation of the program and [illegible] the dissemination of program information to parents and community;

(h) there is an evaluation design for determining student progress and program progress; and

(i) there is a budget consistent with program specifications and requirements.

4 AAC 34.040. GRANT ENTITLEMENT. The commissioner shall consider the following in making grants to school districts:

(1) his evaluation of the program plan submitted under sec. 30 of this chapter, ranked in the following program priority order:

(a) programs directed to monolingual speakers of a language other than English;

(b) programs directed to bilingual speakers whose proficiency in the language in which instruction is given is not sufficient for instructional purposes;

(2) number of students in each program priority;

(3) relevant cost factors in serving variable numbers of students in the same language program priority; and

(4) program costs related to the amount of special instruction required based on the needs of identified students.

4 AAC 34.090 DEFINITIONS. As used in this chapter and AS 14.30.400 and AS 14.30.410 unless the context otherwise requires:

(2) "children of limited English speaking ability" means both children born in the United States and children not born in the United States who have difficulty performing ordinary classwork in English due to an interference with their English comprehension by a language other than English;

(3) "bilingual-bicultural education program" means an organized program of instruction in elementary or secondary education which is designed for children of limited English-speaking ability, uses English, the child's primary language, or both as a means of instruction, allows children to progress effectively through the educational system, and which may include elements of the culture inherent in the language;

(4) "department" means the department of education;

(5) "school district" means both city and borough school districts and regional educational attendance areas;

(6) "school which is attended by at least eight pupils" means either an elementary school or a secondary school with eight or more pupils in regular daily attendance.

State Board of Education Resolution.

WHEREAS on January 21, 1974, the Supreme Court of the United States decided in the case of Lau v. Nichols (copy enclosed) that the failure of a school system to provide special assistance to students who do not speak English denies them a meaningful opportunity to participate in the public educational program and thus violates regulations and guidelines issued by the Secretary of Health, Education, and Welfare pursuant to Section 601 of the Civil Rights Act of 1964. The court, in interpreting the Title VI prohibition of discrimination based on the ground of race, color, or national origin in any program or activity receiving Federal financial assistance, held that:

> ...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

ALASKA

WHEREAS, the Board of Education for the State of Alaska endorses the efforts of the U.S. Department of Health Education, and Welfare, Office for Civil Rights to ensure an equal educational opportunity for all students by requiring school districts to comply with federal regulations; and,

WHEREAS, the State Board of Education recognizes the major changes in Alaska's educational delivery system are taking place at a time, which may not necessarily be compatible with the requirements of resolving the non-compliance issue of the Office for Civil Rights; and,

WHEREAS, the State Board of Education considers the development of an implementation of educational plans to be a prerogative of school districts; and,

WHEREAS, the State Board of Education considers criteria for the identification and assessment of students' primary language problems to be a responsiblity of the Department of Education; and,

WHEREAS, the State Board of Education stresses the importance of providing minimum guidelines for educational planning to the school districts; and,

WHEREAS, the State Board of Education recognizes the obligation to provide educational leadership to all school districts in Alaska.

THEREFORE BE IT

RESOLVED: that the State Board of Education, through representatives of the Department of Education with the concurence of the school districts enter into negotiations with the U.S. Office for Civil Rights in behalf of all school districts in the state, in matters pertaining to compliance with Title VI of the Civil Rights Act of 1964. An agreement will be negotiated with the Office for Civil Rights based on the following:

(1) identify and assess the primary or home language of the state's students.
(2) development of minimal guidelines for use by all school districts.
(3) prepare a time schedule of events for the assessment, development, and implementation of a plan.

Article 10. Bilingual Instruction and Special English Training.

15-1097. SPECIAL EDUCATION PROGRAMS.

A. There shall be special educational programs to carry out the provisions of this article subject to certification by the state superintendent of public instruction and pursuant to the rules and regulations prescribed by the state board of education relating to the administration of this article.

B. The state board of education shall establish:

1. Testing standards and qualification requirements for students to qualify for each grade level under this article prior to and after completion of each program.
2. Minimum qualifications for instructors to teach under this article.
3. That schools seeking support under this article have suitable facilities.

C. The superintendant of public instruction shall enforce the compliance of school districts with the requirements of subsection B of this section.

15-1098. POWERS OF THE GOVERNING BODY OF A SCHOOL DISTRICT: PROGRAMS.

A. The governing body of a school district may:

1. provide a special course of bilingual instruction for common school pupils, not to exceed an accumulated period of four years per pupil, to expand the minimum curriculum and satisfy district goals and objectives.
2. Provide a special course of instruction for common school children who are having difficulty in speaking or understanding the English language. This special instruction in the English language shall be in addition to the regular course of instruction prescribed in all school districts.
3. Employ special bilingual teachers for the operation of special classes of oral English instruction or bilingual education.
4. In cooperation with another district or districts, establish special classes of oral English or bilingual instruction for children who are having difficulty with the English language, or children who come from environments where the dominant language is other than English.

B. If the governing body of a school district complies with the provisions contained in this article, the special class or classes may be conducted by the school district in a classroom or school facility owned and maintained by the school district, or the school district may contract with other public agencies, within or without the district, for the use of facilities in which to further the education of children who are having difficulty with oral English language, or children who come from environments where the dominant language is other than English.

C. The governing body of a school district which provides a special course authorized in subsections A and B shall prepare an annual report which reports explains the program conducted by the district, the funds

expended and for what purposes such funds were used during the preceding fiscal year. The report shall include plans for the ensuing fiscal year. The report shall be presented to the State superintendent of public instruction, who shall present all such reports and his recommendations to the legislature during January of each year.

D. For the purposes of this article, "bilingual instruction" means instruction through the media of English and another language for understanding, speaking, reading, and writing.

15-1099. APPROPRIATION AND APPORTIONMENT; APPROVAL OF PROGRAM

A. Those students who qualify for a special program of instruction under this article shall receive an appropriation by the legislature apportioned in accordance with the provisions of section 15-1212 to each school district providing special education classes under the provisions of this article an amount specified by the superintendent of public instruction but not exceeding fifty dollars per unit of average daily membership per annum per program for each special education student taught by the district and this appropriation shall be made on an actual per capita per annum basis as shown by the records of the superintendent of public instruction. The apportionment made pursuant to this section shall be in addition to the entitlement to state aid computed pursuant to chapter 16, article 1.

B. The appropriation shall be computed with reference to the estimated number of special education students as provided in section 15-1097 to be taught during the current year for common schools, in classes having a minimum of not less than one hundred twenty minutes nor more than three hundred sixty minutes of instruction per school day.

C. The appropriations and apportionment provided under the terms of this section shall not be granted to the governing body of a school district unless the district complies with the provisions of this article and the conditions and standards prescribed by the superintendent of public instruction pursuant to rules and regulations of the state board of education. A school district program for education of children having difficulty with oral English or children who come from environments where the dominant language is other than English, shall be presented to the state board of education for approval.

D. Funds provided under the terms of this section shall be allocated for all eligible students in grades one through four prior to the allocation of remaining funds to the eligible students in grades five through eight.

E. A student may only qualify for bilingual instruction and special English training after a showing of proof satisfactory to the superintendent that the student is legally present in this state.

F. Per capita appropriations made pursuant to this section shall not be included in the budget cost level of a school district.

CALIFORNIA

Education Code. Article 3.3. Sections 13344-13344.4.

IN-SERVICE PREPARATION IN ETHNIC BACKGROUNDS

13344 On and after July 1, 1974, each school with a substantial population of students of diverse ethnic backgrounds shall provide an in-service preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment. For purposes of this article a school shall be considered to have a substantial population of students of diverse ethnic backgrounds where 25 percent or more of all the students in the school are of diverse ethnic backgrounds.

APPROVED COURSES

13344.1 The Department of Education shall develop a list of approved courses which shall be considered acceptable for meeting the requirements of this article. The department shall cause a list of approved courses to be published and distributed to interested teachers, administrators, and governing boards of school districts. The department shall be responsible for coordinating the efforts of school districts and colleges to develop adequate course offerings to satisfy the requirements of this article.

CONTENT OF IN-SERVICE PROGRAMS

13344.2 In-service programs designed to fulfill the requirements of this article may include, but need not be limited to, courses offered by community colleges and colleges and universities approved by the State Board of Education. A district may provide an in-service program consisting in whole or in part of preparation other than college courses.

Such a program shall be developed cooperatively with the Department of Education and shall have prior approval of the Department of Education. An in-service program which meets the intent of this article shall encompass the history, culture, and current problems of the students of diverse ethnic background.

All college courses approved by the Department of Education for the purposes of this article shall be considered acceptable for salary credit purposes by any school district. District in-service programs shall specify an amount of equivalent credit which shall be acceptable for salary credit purposes in the school district providing the in-service program.

BUDGET

13344.3 The Department of Education shall provide in its budget for the necessary funds to employ appropriate staff to implement the intent of this article.

REPORT TO LEGISLATURE

13344.4 The Department of Education shall make a progress report to the legislature not later than the fifth legislative day of the 1972 Regular Session. The department shall further report not later than the fifth legislative day of the 1974 Regular Session the number of districts to which this article is applicable at that time and the extent to which implementation has been achieved. The department shall continually evaluate the results of this article.

CALIFORNIA

Education Code. Sections 33370 -33372.

Establish in the Department of Education a Bureau of Indian Education which shall study and identify the cultural and educational disadvantages affecting American Indian Children in the present existing public school system, and provide that an Indian Coordinator shall meet and consult with the Equal Educational Opportunities Commission.

Education Code. Sections 33570-33577.

Establish the Equal Educational Opportunities Commission to assist and advise the State Board of Education and to formulate and present such policy recommendations as it determines necessary to insure equal educational opportunities for all students and effect statewide coordination of programs for education of disadvantaged minors; also to recommend educational programs to meet the needs of Indians native to the United States.

Education Code. Sections 44560-44564.

Each school with a substantial population of students of diverse ethnic backgrounds shall provide an inservice preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment.

Education Code. Section 51004.

It is State policy that an educational opportunity be provided to the end that every student leaving school shall have the opportunity to be prepared to enter the world of work, and that such opportunities are to be enjoyed without regard to race, creed, color, national origin, sex, or economic status.

Education Code. Section 51210.

Social sciences instruction in grades 1-6 shall include man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.

Education Code. Section 51213.

Social sciences instruction in grades 1-6 shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, persons of oriental extraction, and other ethnic groups, and the role and contributions of women.

Education Code. Section 51220.

Social sciences instruction in grades 7-12 shall include man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.

Education Code. Section 51227.

Social science instruction in grades 7-12 shall include the early history of Californis and a study of the role and contributions of American Negroes, American Indian, Mexicans, persons of oriental extraction, and other ethnic groups, and the role and contributions of women.

Education Code. Section 51500.

No teacher shall give instruction nor shall a school district sponsor any activity which reflects adversely upon persons because of their race, sex, color, creed, national origin or ancestry.

Education Code. Section 51501.

No textbook, or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race, color, sex, creed, national origin or ancestry.

Education Code. Section 52002.

Objectives of Early Childhood Education include assurance that each pupil will achieve competence in intra-personal (self-understanding, self-awareness, and self-esteem) and interpersonal (understanding, being aware of, and esteeming others) relationships, sufficient to continued success in educations experiences.

Education Code. Section 52029.

Early Childhood Education programs shall not sanction, perpetuate, or promote the racial and ethnic segregation of pupils in public schools.

Education Code. Sections 52100-52114.

The Bilingual Education Act of 1972 allows public schools which choose to participate to establish bilingual education programs. The primary goals of such programs shall be to develop competence in two languages for all participating pupils, to provide positive reinforcement of the self-image of participating children, and to develop intergroup and intercultural awareness among pupils, parents and the staff. Pupil participation is voluntary on the part of the parent. Supplemental financial assistance is provided to help school districts to meet most of the special cost of phasing-in bilingual education programs.

Education Code. Sections 52160-52179.

The Bilingual-Bicultural Education Act of 1976 requires school districts to offer bilingual learning opportunities to each limited-English-speaking pupil, and provides supplemental financial support for the purpose.

Education Code. Section 54422.

Plans for Compensatory Education programs shall include among their priorities cultural enrichment including the use of field trips, special speakers, motion pictures, records, library programs, concerts and other means which serve to broaden the educational and cultural experiences of the students.

Education Code. Section 54423.

In Compensatory Education program plans, districts may include effective use of auxiliary personnel, the services of whom may be made available not only by the public school system, but by other public and private agencies and organizations, including ethnic organizations.

Education Code. Section 56504.

Pupils should not be assigned to special classes or other special programs for the mentally retarded if they can be served in regular classes. The Legislature declares that there should not be disproportionate enrollment of any socioeconomic, minority, or ethnic group pupils in classes for the mentally retarded, and that the verbal portion of the intelligence tests which are utilized by some schools for such placement tends to underestimate the academic ability of such pupils.

Education Code. Section 60040.

When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which accurately portray the cultural and racial diversity of our society, including:

(a) the contributions of both men and women in all types of roles, including professional, vocational, and executive roles;

(b) the role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups to the total development of California and the United States.

Education Code. Section 60044.

No instructional materials shall be adopted by any governing board for use in the schools which contains any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation.

Administrative Code, Title 5. Sections 30 - 36.

Because lessons concerning democratic principles and the richness which racial diversity brings to our national heritage can be best taught by the presence of staffs of mixed races and ethnic groups working toward a common goal, each public education agency will develop and implement an affirmative action employment program for all operating units and at all levels of responsibility.

Administrative Code, Title 5. Section 3933.

School districts maintaining consolidated categorical aid programs shall provide staff development for all certificated and classified personnel involved, to assure successful implementation of the program. Staff development activities must be related to the unmet needs for staff as identified in the needs assessment.

Administrative Code, Title 5. Section 3935.

No program utilizing categorical aid funds shall sanction, perpetuate or promote the segregation of students on the basis of race, ethnicity, religion, sex, or socioeconomic status.

Administrative Code, Title 5. Section 3936.

All districts participating in categorical aid programs shall have a program of multicultural education and where a district racial and ethnic survey reveals a multicultural population, the district shall provide multicultural and intergroup activities appropriate to the needs, including staff development, at each school.

Administrative Code, Title 5. Sections 4300-4305.

Provide for implementation of the Bilingual Education Act of 1972 (E.C. 5761-5764.5) as a part of the consolidated categorical aid programs.

COLORADO

Education Code. Title 22. Article 1.

22-1-103. Policy of state to instruct in English - exceptions. Instruction in the common branches of study in the public schools of this state shall be conducted principally through the medium of the English language; except that it shall be the policy of the state also to encourage the school districts of the state to develop bilingual skills and to assist pupils whos experience is largely in a language other than English to make an effective transition to English, with the least possible interference in other learning activities.

22-1-104. Teaching of history, culture, and civil government. (1) The history and civil government of the state of Colorado shall be taught in all the public schools of this state. (2) In addition, the history and civil government of the United States, including the history, culture, and contributions of minorities, including, but not limited to, the Spanish Americans and the American Negroes, shall be taught in all the public schools of the state.

Revised Status Article 24. Bilingual and Bicultural Education Act.

22-24-.02. LEGISLATIVE DECLARATION. (1) The general assembly hereby declares that there are substantial numbers of students in this state with linguistically different skills due to the influence of another language in their family, community, or peer group and due to their cultural environment, and that public school classes in which instruction is given only in English may be inadequate for the education of these students. The general assembly recognizes the need to provide for transitional programs to perfect the English language skills and cultural development of these students and finds that this could best be accomplished through bilingual and bicultural programs in grades kindergarten through third grade which provide cognitive and affective development of these students by: Utilizing the linguistic skills of these students in the curriculum; providing these students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and developing cultural and ethnic pride and understanding among these and other students. It is also the intent of the general assembly that a linguistically different child may remain in an existing bilingual-bicultural program until the conclusion of the third grade if his parents so choose, but will not be counted in the census after he meets or exceeds his district mean or student expectancy level for English language skill development and the standards of student achievement of program goals as adopted by the state board of education in accordance with section 22-24-106. A child will be considered to have completed his transition when he has achieved such program goals or has completed third grade. The general assembly recognizes the need to provide for programs directed toward the achievement of the following objectives:

(a) Improved performance in comprehension, reading, writing, and speaking the English language;
(b) Improved school attendance and a reduced dropout rate;
(c) Development of a positive self-concept and attitude; and
(d) Greater parental involvement in the school program.

(2) Therefore the policy of this state is to insure equal educational opportunity for every student and to recognize the educational needs of students with linguistically different skills. The general assembly further declares that it is the purpose of this article to provide for the establishment of bilingual and bicultural programs in the public schools in grades kindergarten through third and to provide for the distribution of funds to districts for the costs resulting from such programs.

22-24-103. DEFINITIONS. As used in this article, unless the context otherwise requires;

(1) "Bilingual and bicultural education teacher's aide" means a person employed to assist the teacher in a program.

(2) "Board of cooperative services" means a board of cooperative services created pursuant to article 5 of this title.

(3) "Community bilingual and bicultural committee" or "community committee" means the district level committee consisting of parents and other persons elected for each district providing a bilingual and bicultural education program pursuant to the provisions of this article.

(4) "Community coordinator" means a person employed by the district for the purpose of promoting communication, understanding, and cooperation between the public school and the community for the effective implementation of programs initiated pursuant to the provisions of this article.

(5) "Department" means the department of education.

(6) "Direct attributable additional cost" means those costs which are incurred due to the provision by a school district or board of cooperative services of approved programs under this article. These costs include both direct support services and direct instructional services and are in addition to the program which all children in the district would be entitled to receive and do not include indirect costs.

(7) "Director" means the person selected pursuant to the provisions of this article to be the administrative head of the unit in the department.

(8) "District" means a school district organized and existing pursuant to law but does not include a junior college district.

(9) "District director of bilingual and bicultural education" means the person appointed to direct the operation of a district's bilingual and bicultural program in which there are more than one hundred students.

(9.5) "Full-time program" means a program developed as a part of the plan requirements of section 22-24-117 that has the following characteristics:

a. Is a full-year program;

b. Presents the customs, traditions, and heritage of students with linguistically different skills within the curricula of the school, but such program shall not be required on a daily basis;

c. Promotes the integration of students during program activities; and

d. Utilizes the language of the students with linguistically different skills on a daily basis and to the extent necessary to achieve the objectives of the act and reinforces the English language skill development of such students.

(10) "Program" means the bilingual and bicultural education program established by a district for the purpose of perfecting the English language skills and cultural development of its students which provides for the cognitive and affective development of its students by: Utilizing the cultural and linguistic backgrounds of these students in the curriculum; providing these students with opportunities to expand their conceptual and

and linguistic abilities and potentials in a successful and positive manner; and developing cultural and ethnic pride and understanding among these and other students.
(11) "School board" means the board of education of a local school district.
(12) "State steering committee" means the state bilingual and bicultural steering committee appointed to assist the state board of education in fully and effectively implementing the provisions of this article.
(13) "Students with linguistically different skills" means students whose English language skill development is below the district mean or student expectancy level and who come from an environment of different customs and traditions which does include the influence of another language upon the students in their families, communities, or peer groups. A child with a surname usually associated with a minority group shall not be automatically presumed to be linguistically and culturally different.
(14) "Supervisor" means a person appointed to supervise a district's bilingual and bicultural program in which there are less than one hundred students enrolled in said program.
(15) "Teacher" means any person certificated pursuant to article 60 of this title employed to administer, direct, or supervise the classroom instructional program in a school in this state.
(16) "Title I or Title VII school" means a school operating a program under Title I or Title VII of the "Federal Elementary and Secondary Education Act".
(17) "Unit" means the unit of bilingual and bicultural education within the department created pursuant to this article.

22-24-104. COOPERATION AS BOARDS OF COOPERATIVE SERVICES. Districts may cooperate in the carrying out of the provisions of this article, pursuant to the "Boards of Cooperative Services Act of 1065", article 5 of this title. Accordingly, as used in this article, unless the context otherwise specifically requires, "district" and "schoolboard" include "board of cooperative services".

22-24-105. STATE BILINGUAL AND BICULTURAL STEERING COMMITTEE - CREATING. (1) Within fifteen days after approval of this article by the governor, there shall be created a provisional state steering committee. Said committee shall be composed of nine members, three of whom shall be appointed by the governor and who are legal residents of this state, three of whom shall be appointed by the speaker of the house of representatives and who are members of the house of representatives, and three of whom shall be appointed by the president of the senate and who are members of the senate. Said steering committee shall serve for a period of two years.

(2) A regular state steering committee shall be appointed to succeed the provisional state steering committee pursuant to the provisions of this subsection (2) and subsections (3) to (7) of this section. The regular state steering committee shall be composed of the following nineteen members, all of whom shall be legal residents of this state:

(a) Fifteen members, three from each congressional district in the state, appointed by the state board of education from among nominations submitted by the provisional or regular state steering committee pursuant to subsections (3) of this section. One of the three members from each congressional district shall be a teacher or teacher's aide involved in a bilingual and bicultural education program. In appointing the three members from each congressional district, the state board of education shall consider geographic dispersal of members' residence.

(b) Two members to represent higher education in the state, appointed by the state board of education from among nominations submitted by the provisional or regular state steering committee pursuant to subsection (4) of this section;
(c) One member, appointed by the speaker of the house of representatives from among the membership of the house of representatives;
(d) One member, appointed by the president of the senate from among the membership of the senate.

(3) (a) Prior to the expiration of the term of the provisional state steering committee, and annually thereafter prior to the expiration of the term of any members of the regular state steering committee appointed pursuant to the provisions of paragraph (a) of subsection (2) of this section, recommendations for nominations to the regular state steering committee for such terms shall be submitted to the provisional or regular state steering committee. Recommendations for nominations submitted pursuant to this subsection (3) shall be submitted within each congressional district in the state.

(b) Within each congressional district, the following groups may make recommendations for nominations and may recommend as many individuals as are deemed necessary:

(I) Community bilingual and bicultural committees;
(II) Teachers, administrators, teachers' aides, and teacher organizations;
(III) School boards;
(IV) Parent teacher organizations or other citizens.

(c) From among the recommendations for nominations received annually from each congressional district pursuant to paragraph (b) of this subsection (3), the provisional or regular state steering committee shall submit a total of six nominations to the state board of education, for a statewide total of thirty nominations. In submitting nominations from each congressional district, the provisional or regular state steering committee shall consider geographic dispersal of nominees' residence.

(d) From among the nominations submitted for each congressional district pursuant to paragraph (c) of this subsection (3), the state board of education shall make appointments for terms on the regular state steering committee as required by paragraph (a) of subsection (2) of this section and by subsection (5) of this section.

(4) Prior to the expiration of the term of the provisional state steering committee, and annually therafter prior to the expiration of the term of any member of the regular state steering committee appointed pursuant to the provisions of paragraph (b) of subsection (2) of this section, nominations for such terms shall be submitted to the state board of education by the provisional or regular state steering committee. At least twice the number of nominations shall be submitted as there are terms to be filled. From among the nominations submitted pursuant to this subsection (4), the state board of education shall make appointments for terms on the regular state steering committee as required by paragraph (b) of subsection (2) of this section and by subsection (5) of this section.

(5) The members of the regular state steering committee shall serve for basic terms of three years; except that initial one-year and two-year appointments shall be made by the state board of education so that approximately one-third of the terms on the committee will expire in any one calendar year, taking into consideration the appointments made by the speaker of the house of representatives and the president of the senate.

(6) Members of the regular state steering committee shall hold their offices for the terms for which they have been appointed and until their successors are appointed and qualified.

(7) Appointments to fill vacancies on the regular state steering committee, other than vacancies caused by the expiration of terms of office, shall be made by the state board of education; except that appointments for full terms and to fill vacancies in offices on the committee appointed by the speaker of the house of representatives and the president of the senate shall be made in the manner provided for original appointment.

(8) The state steering committee established pursuant to subsection (1) of this section or by subsections (2) to (7) of this section shall assist the state board of education in implementing the provisions of this article. The state steering committee shall adopt guidelines for the submission of plans for bilingual and bicultural education programs by districts. Members of the state steering committee shall be reimbursed pursuant to rules and regulations of the department of education for their actual and necessary expenses incurred in the performance of their duties and powers under this article.

22-24-106. POWERS AND DUTIES OF STATE BOARD OF EDUCATION. (1) The state board of education, in cooperation with the appropriate personnel within the department and in cooperation with the state steering committee, has the power to:

(a) Select the director of the unit of bilingual and bicultural education;

(b) Adopt all rules, regulations, and procedures which it deems necessary for the implementation of this article. Such rules and regulations shall include standards for the determination of student achievement of program goals in accordance with the transitional nature of the program but shall not include a statewide testing program of students. The state board of education shall conduct public hearings with adequate notice to the general public prior to the adoption of any rules, regulations, or procedures pursuant to this article and shall present an annual report to the general assembly concerning the overall progress of the programs.

(c) Adopt appropriate timetables for the submission of bilingual and bicultural plans by districts for the effective implementation of this article beginning with the school year 1975-1976, and adopt standards, criteria, or other measures which the unit shall apply in evaluating plans submitted by such districts.

(d) Review any appeals by districts and review the bilingual and bicultural plans funded or rejected.

(2) The state board of education shall:

(a) Approve all tests, criteria, identification instruments, and procedures used by districts;

(b) Insure that said tests, criteria, identification instruments, or procedures are normed for relevant geographical areas; and

(c) Insure that said tests, criteria, identification instruments, or procedures are valid for the purpose of identifying students with linguistically different skills.

22-24-107. DUTIES OF DEPARTMENT - CREATION OF UNIT. (1) The department has the following duties:

(a) Establish a unit of bilingual and bicultural education, a unit director, and necessary unit employees;

(b) Study, review, evaluate, and disseminate all available resources and programs that, in whole or in part, are or could be directed towards meeting the language capability needs of students with linguistically different skills; gather and disseminate information on other successful programs existing in this state and other states; and encourage experimentation and innovation in bilingual and bicultural programs;
(c) Study, review, evaluate, and disseminate, to all districts on an annual basis, information on student dropout, retention, special education placement, achievement performance, and such other information as the unit deems relevant;
(d) Study, review, evaluate, and disseminate all successful and innovative preservice and inservice programs for staffs of bilingual and bicultural programs and assist districts in selecting and contracting said service;
(e) Compile a data bank on bilingual and multicultural teachers and potential graduates who have an interest in working in bilingual and bicultural programs from colleges or universities in this state and other states whom the unit identifies for the purpose of assisting districts in their independent efforts to seek bilingual teachers;
(f) Disseminate all rules, regulations, and procedures adopted by the state board of education.

22-24-108. LANGUAGE IDENTIFICATION - DEVELOPMENT OF PRELIMINARY PLAN.
(1) Each district in this state shall annually conduct a census on or before October 15 or within thirty days after registration to ascertain and identify the number of school-age children in grades kindergarten through third grade with linguistically different skills residing within its boundaries in accordance with rules, regulations, and procedures adopted by the state board of education pursuant to section 22-24-106.
(2) The school district shall enlist the cooperation of an assistance from the unit in conducting the census.
(3) (a) No later than thirty days after the school district has conducted its census, the school district shall notify by mail the unit and the parents or legal guardian of students identified as having linguistically different skills in grades kindergarten through third grade.
(b) The notice shall contain a plain, non technical description of the purposes, methodology, and content of the program and shall inform the the parents or legal guardian that he has the right to enroll such student in the program, that the parents or legal guardian may visit the district's bilingual and bicultural classes as often as desired, and that the parent or legal guardian has the right to withdraw such student from the program. Said notice shall be written in English and in the language of the student's parents or legal guardian.
(c) In addition, the district shall notify by direct contact said students and their parents or legal guardian to explain more fully the purpose, methodology, and content of the program.
(4) The parents or legal guardian of a student, identified for the program or desirous of enrolling in the program, who wishes to enroll said student in the program shall do so in writting upon forms provided by the district.
(5) (a) A district shall develop a plan for a bilingual and bicultural education program in a school having fifty or more students in grades kindergarten through third with linguistically different skills or if ten percent of the students in a school in grades kindergarten through third have linguistically different skills.
(b) A district may devleop a plan for a bilingual and bicultural program if there are less than fifty students in a school in grades kindergarten through third with linguistically different skills or if less than ten percent of the students in a school in grades kindergarten through third have linguistically different skills.

(6) In addition to the provisions of section 22-24-117, plans developed pursuant to the provisions of subsection (5) of this section:

(a) Shall deal specifically with each school within the attendance boundaries of the district within which a number or percentage of students with linguistically different skills has been identified which exceeds the number or percentage specified in subsection (5) of this section;

(b) May deal with other schools within the attendance boundaries of the district;

(c) Shall allow students in schools which are not eligible under this article to have the opportunity, within district policies and regulations, to enroll in those schools providing programs approved pursuant to this article. Transportation need not be provided by this district

(d) Shall provide for bilingual and bicultural education programs of sufficient duration and scope in grades kindergarten through third to meet the educational needs of students with linguistically different skills attending schools within the attendance boundaries of the district.

(7) A plan for a bilingual and bicultural education program developed pursuant to the provisions of subsection (5) of this section shall be approved by the school board of each respective district affected by the provisions of subsection (5) of this section. Districts may cooperate with other districts or boards of cooperative services in developing plans pursuant to the provisions of subsection (5) of this section.

(8) All plans developed pursuant to subsection (5) of this section shall be submitted to the department according to the provisions of section 22-24-117.

(9) Within the limitations of state appropriations for the implementation of this article and after review of all plans submitted pursuant to subsection (8) of this section, the state board of education shall determine those plans which shall be funded from such appropriations. If the plan submitted by a district is funded pursuant to this subsection (9), said district shall implement the bilingual and bicultural education program for which the plan was developed. Nothing in this article shall be construed as prohibiting a district from implementing a bilingual and bicultural education program, the plan for which is not funded pursuant to this subsection (9).

(10) No district shall take any action which has the effect of decreasing the enrollment of students with linguistically different skills at a school to avoid the provisions of subsection (1) to (7) of this section unless said agency is desegregating an illegally segregated school system. All plans for the elimination of racial or ethnic isolation or segregation which affect the provisions of subsection (5) to (9) of this section shall be submitted to the department together with the district's census report.

(11) If the unit determines that any district has not complied with this section, it shall immediately notify the department and said district in writing of its noncompliance. The department shall thereafter provide said district with a reasonable opportunity to comply and with the right to a hearing regarding said noncompliance in accordance with rules, regulations, or procedures established by the state board of education in cooperation with the state steering committee.

22-24-109. ENFORCEMENT OF ARTICLE. A district is required to develop an acceptable plan for a bilingual and bicultural education program in order to meet the needs of children as determined in the school census, according to the provisions of section 22-24-109 (1) and (3), and to amend such plan if it is unacceptable to the department. It is the duty of the members of the school board to carry out the provisions of such plan or portion of such plan, according to the provisions of this article, if sufficient funds are available for the implementation of this article.

22-24-110. ENROLLMENT OF STUDENTS WITH LINGUISTICALLY DIFFERENT SKILLS - ENROLLMENT OF OTHER STUDENTS - NOTIFICATION - PARENTAL RIGHT OF WITHDRAWAL.
(1) No later than thirty days after the district is notified of the approval of the district's plan and the availability of funding for such program, the district shall notify the parents or legal guardian of each student to be included in the program.
(2) A district's program shall give preference to students with linguistically different skills but said program shall also be open to all other students.
(3) Each school shall provide that an orientation session be held with the student's parents or legal guardian at the beginning of classes for the purpose of fully explaining the program in a manner and language understood by said parents or legal guardian.
(4) If the parents or legal guardian of an identified student chooses to subsequently withdraw the child from the program, he shall register such decision in writing with the district. Prior to the withdrawal of any student, the parents or legal guardian of such student shall be fully advised, during a conference with district officials and in a manner and language understood by said parents or legal guardian, of the nature of the program from which the student is being withdrawn and the program into which the student will subsequently be placed.

22-24-111. ENROLLMENT OF NONREDISENT STUDENTS. A district may allow a nonresidential student to enroll in or to attend its program, and the tuition, if any, shall be paid according to the provisions of section 22-32-115.

22-24-112. CONTENT OF PROGRAMS - NONVERBAL COURSES AND EXTRACURRICULAR ACTIVITIES - LOCATION OF COURSES - CLASS COMPOSITION AND SIZE.
(1) A bilingual and bicultural program shall be a full-time program of instruction in which appropriate subjects shall be given in the language of the students with linguistically different skills and in English; in which the necessary skills of comprehension, speaking, reading, and writing are taught in both languages; and in which the history, culture, and cultural contributions associated with the language of the students with linguistically different skills and the history and culture of the United States are presented to the students in the languages which reflect the cultures of the students in the classroom. A bilingual and bicultural program shall provide for a full-time program of the necessary scope and duration to meet the educational needs of the student as they relate to the four objectives stated in section 22-24-102 (1).
(2) The program shall be located in the regular program of the public schools and not a separate program, and districts shall assign students to schools in such a way that will promote, encourage, or have the effect of integrating students regardless of national origin or linguistic ability. Every district shall insure that the students enrolled in programs described in subsection (1) of this section shall have an equal and meaningful opportunity to participate fully with other students in all extracurricular activities.
(3) Classes in which a bilingual and bicultural program is taught shall be composed of pupils of approximately the same age or grade level as determined by the district's plan.

(4) The maximum student-teacher ratio shall be set by the department and shall accomodate the educational needs of students enrolled in a program.
(5) No district may transfer a student of linguistically different skills out of a bilingual and bicultural program unless the parents or legal guardian of the student approves the transfer in writing.
(6) The parents or legal guardian of students in kindergarten through grade third who do not have linguistically different skills shall be notified of such bilingual and bicultural programs, and such students shall be encouraged to enroll in the program.

22-24-113. BILINGUAL TEACHERS - TRAINING - STAFF ASSOCIATES.
(1) In selecting teachers for a bilingual and bicultural program, a school board, pursuant to guidelines promulgated by it, in cooperation with the community committee, shall make an affirmative effort to seek, recruit, and employ persons who are bilingual.
(2) (a) The department shall allocate money for inservice training to districts employing teachers for bilingual and bicultural programs. Inservice training shall include, but is not limited to:
(I) Development of instructional skills in reading, writing, and speaking;
(II) Development of bilingual and bicultural teaching skills;
(III) Development of abilities to identify, create, and apply instructional techniques that will enhance the cognitive and psychomotor development of children in bilingual and bicultural programs; and
(IV) Demonstration of teaching skills relative to bilingual and bicultural education.
(b) Administrators shall be encouraged to participate in inservice training programs.
(3) Districts may employ curriculum specialists for the effective development and implementation of the program. School boards shall make an affirmative effort to seek, recruit, and employ persons who are bilingual.

22-24-114. TEACHERS' AIDES - TRAINING - COMMUNITY COORDINATORS.
(1) In addition to employing bilingual teachers, each district providing bilingual and bicultural programs pursuant to this article may employ teachers' aides. The school board shall make an affirmative effort to seek, recruit, and employ teachers' aides who are bilingual. The school board shall provide procedures for the involvement of the community committee in the screening of applicants. Teachers' aides shall not be employed for the purpose of supplanting bilingual teachers.
(2) The department shall allocate money to districts employing teachers' aides for the purpose of the upward mobility of said aides for on-the-job performance. This money shall be utilized for the purpose of inservice training sessions so that said teachers' aides can acquire credit hours from an accredited community or junior college or four-year institution of higher education towards the acquisition of a degree. Inservice training of teachers' aides shall include, but is not limited to:
(a) Development of personal skills in reading, writing, and speaking;
(b) Opportunities to develop general teaching skills;
(c) Opportunities to develop the ability to identify, create, and apply instructional techniques that will enhance the cognitive and psychomotor development of children in bilingual and bicultural education programs; and
(d) Opportunities to demonstrate practice teaching skills relative to bilingual and bicultural education.

(3) Any district which conducts bilingual and bicultural programs pursuant to this article shall provide in the plan for the employment of one or more full time or part-time community coordinators if there are fifty or more students enrolled in the program. Community coordinators shall promote communication, understanding, and cooperation between the public schools and the community and shall visit the homes of children who are to be enrolled in a bilingual and bicultural program in order to convey information about the program. An affirmative effort shall be made by the school board to seek, recruit, and employ a coordinator who is bilingual.

22-24-115. DISTRICT DIRECTOR OF BILINGUAL AND BICULTURAL EDUCATION.
(1) A district in which one hundred or more pupils are enrolled in a bilingual and bicultural program shall appoint a full-time or part-time district director of bilingual and bicultural education. The district director of bilingual and bicultural education shall be qualified pursuant to the rules and regulations of the state board of education as a bilingual teacher and shall direct the operation of the district's bilingual and bicultural program. An affirmative effort shall be made by the school board to seek, recruit, and employ a district director who is a bilingual.
(2) In those districts with less than one hundred students enrolled in the program, the district shall appoint a full-time or part-time supervisor of bilingual and bicultural education who shall have general authority and responsibility for the program. The supervisor shall be qualified pursuant to rules and regulations of the state board of education as a bilingual teacher and shall supervise the operations of the program pursuant to regulations promulgated by the state board of education, in cooperation with the state steering committee. An affirmative effort shall be made by the school board to seek, recruit, and employ supervisors who are bilingual.

22-24-116. PARENT AND COMMUNITY PARTICIPATION.
(1) Districts should provide for the maximum involvement of parents of students enrolled in the programs. Accordingly, a regular community bilingual and bicultural education committee shall be established within each district offering a bilingual and bicultural program. The parents of students enrolled in each respective program of each school shall elect at least seventy-five percent of the regular community committee according to guidelines established by the initial community committee. The parents elected shall be parents of students enrolled in the program. Any community committee shall have the option of establishing community committees for each school offering a program. In addition to the parent members of each community committee, a representative of the bilingual teachers, a representative of the bilingual teacher's aides, the community coordinator, and the district director or supervisor of bilingual and bicultural education shall be members of each respective community committee as they become employees of the district. School principals and other administrators within the district shall be encouraged to participate and cooperate with the community committee.
(2) For purposes of establishing the initial community committee, which shall be established at least forty-five days before a district submits a plan pursuant to this article, the following shall apply:

(a) Consistent with guidelines developed by the state steering committee, the local school board shall establish procedures whereby parents whose children may be enrolled in bilingual and bicultural programs shall elect the initial community committee.

(b) The district, at least ten days before the community committee is established, shall have publicized in English and the language of the students who are likely to be identified as participants in the program reasonable and adequate notices which inform parents of their right to be candidates for election to the community committee, of the purposes of

(b) the committee, and of the program which the committee will be planning developing, and evaluating. Districts shall give similar notices to students enrolled in Title I and Title VII schools or in the schools likely to have a program for the purpose of having these notices delivered to the parents at home.

(c) Community committees established after the initial committee shall be formed pursuant to subsection (1) of this section.

(3) The school board shall administer the provisions of this article in accordance with the rules, regulations, and procedures adopted by the state board of education.

(4) The school board shall provide technical assistance to the community committee or comittees for:

(a) Assistance in program development;

(b) Full unit participation; and

(c) Effective program implementation for funds appropriated for the implementation of this article.

(5) The district shall furnish each member of the community committee, free of charge, a copy of this article, the rules, regulations, or procedures adopted by the state board of education, guidelines adopted by the state steering committee, the district's proposed application pursuant to this article, and such other information as is reasonably necessary for the effective involvement of the community committee. The district shall also furnish the community committee the district's and department's plans, if any, for future bilingual and bicultural programs, together with a description of the process of planning and developing said programs and the projected times at which each stage of the process will start and be completed. The district shall also furnish, and the community committee shall also have adequate opportunity to consider information concerning the educational needs of children with linguistically different skills residing within the district's attendance boundaries and the various programs available to meet those needs. The district shall identify those needs which should be addressed through the programs instituted pursuant to this article. The community committee shall also have an opportunity to review evaluations of prior programs, if any, and shall be informed of all performance criteria by which the programs are to be evaluated. The school board shall adopt adequate procedures to insure prompt response to complaints and suggestions from all parents whose children are enrolled in the program.

(6) The department shall not approve any plan unless it is accompanied by the written comments of the community committee, if any, properly constituted under this section and unless said plan has been voted upon by the community committee. The vote, if any, of the community committee shall be given serious consideration by the department before said plan is approved.

(7) Each plan by a district for financial assistance under this article shall contain an assurance that the appropriate district official will consult at least once a month during the regular school year with the community committee, in formal meetings of such committee, with respect to the administration and operation of a program and that it will provide such committee with a reasonable opportunity to periodically observe and comment upon all program-related activities.

(8) No district shall amend its program until it has notified the state board of education and received approval.

22-24-117. PLAN REQUIREMENTS. (1)
(1) Every district seeking financial assistance under this article shall submit a comprehensive plan for bilingual and bicultural education to the department by forms provided by the unit at least one hundred twenty days before the beginning of each school year; except that the state board of education may adopt such other timetables as it deems appropriate for the effective and immediate implementation of this article for the school year 1975-76. In addition to materials and data the department may determine to be needed in evaluating the adequacy of plans submitted and information and assurances required elsewhere in this article, each plan submitted shall have the following components at a minimum:

(a) The findings of the census study as conducted pursuant to the provisions of section 22-24-107 (1), a listing of the eligible schools, grades, and classes to be included, and the total number of students to be enrolled;
(b) District goals and objectives for the program as they relate to the students to be enrolled;
(c) A program description of how district program goals and objectives, as well as those objectives identified in section 22-24-102 (1), are to be achieved;
(d) A management plan as to how each school program will be organized, staffed, coordinated, and monitored;
(e) Program evaluation procedures;
(f) Methods of communicating program needs and progress to school district patrons, district staff members, the district accountability committee, and the local board of education;
(g) Inservice provisions to be made for district staff members; and
(h) Projected expenditures for programs required or permitted under this article.

(2) Except for the school year 1975-76, each plan shall provide for the use of teachers who have competence in the areas of comprehension, speaking, reading, and writing in the two languages used and training or experience in teaching methods specifically related to these four basic skill areas in each language. Teacher selection shall be based upon a personal interview that identifies the candidate's relative level of competence in each of these basic skill areas. A candidate may be selected who shows strong competence in most of the basic skill areas but needs further development in the remaining skill areas; but the district is required to develop or arrange for a specific course of inservice training for that teacher in the identified basic skill areas beginning in the first term of the teacher's employment.
(3) No plan shall be approved by the state board of education unless the requirements adopted by the state board of education, in cooperation with the state steering committee, have been met.
(4) The department shall not approve nonconforming plans and shall return same to the district within sixty days after receipt, together with written reasons for nonapproval, to allow the district a reasonable opportunity to resubmit an amended plan; except that the state board of education, in cooperation with the state steering committee, may adopt such other timetables as it deems appropriate for the full and effective implementation of this article for the school year 1975-76. Approval of a plan by the department shall be a prerequisit to state disbursement.
(5) No funds shall be disbursed to a district pursuant to this article unless said district certifies that its program will be implemented in accordance with the provisions of this article and the rules, regulations, and procedures adopted by the state board of education.
(6) Each participating district shall maintain an accurate, detailed, and separate account of all expended moneys received under this article and any other records the unit deems necessary and shall annually report thereon to the unit for the school year ending June 30. All said accounts and

(6) records shall be available to the unit and the general public to insure that the programs are implemented in conformity with this article and the rules, regulations, or procedures adopted by the state board of education.
(7) All disbursements under this article are supplementary to state moneys disbursed under the "Public School Finance Act of 1973", article 50 of this title, and shall not cause a reduction of any other or combination of any other state or federal moneys a district is otherwise eligible to receive.
(8) School districts or boards of cooperative services requesting financial assistance under this article shall provide assurance that funds available under this article will be used to supplement the level of other funds available for the education of children in these programs and that funds received under this article will not be used to provide instructional or support services to pupils which are ordinarily provided with other state or local funds to all pupils. In no instance shall reimbursement under this article exceed one hundred percent of the direct attributable additional cost of programs when combined with federal funds available for these programs.
(9) (a) School districts or boards of cooperative services that operate a program approved by the department of education shall be entitled to reimbursement up to an amount not to exceed one hundred percent of the direct attributable additional cost incurred by the school district or board of cooperative services for:
(I) The actual position cost of:
(a) Teachers;
(b) Teachers' aides;
(c) District directors;
(d) Supervisory personnel;
(e) Coordinators;
(f) Curriculum specialists.
(II) The cost of approved inservice programs for teachers and teachers' aides;
(III) The cost of approved upward mobility programs for teachers' aides;
(IV) The cost of additional bilingual and bicultural materials.

22-24-119. TUTORIAL GRANT PROGRAM FOR THE INSTRUCTION OF PUPILS WITH LIMITED ENGLISH LANGUAGE SKILLS.
(1) (a) In addition to the other provisions of this article, beginning July 1, 1975, school districts are eligible to apply for grants, on an annual basis, from the state board of education to provide tutorial programs for children enrolled in the schools of the district who are identified under Title VI of the United States Civil Rights Act of 1964 as those who speak only a language other than English.
(b) The state board of education shall promulgate rules and guidelines for the implementation of this section. The department of education shall review all applications for grants under paragraph (a) of this subsection (1). The department shall approve an application for such a grant only if it determines that:
(I) The school district has a comprehensive plan for tutorial program designed to effectively remedy the English language deficiencies of children identified pursuant to paragraph (a) of this subsection (1);
(II) The tutorial program plan includes an accountability component which identifies the needs of the children with English language deficiencies, defines measurable objectives for such children, and evaluates the progress of such children toward the defined objectives;
(III) The tutorial program conforms with the rules and regulations of the state board of education.

(2) The state board of education shall report annually to the general assembly on all approved grants. Such report shall include the number of children served, the number of teachers or teacher aides employed exclusively to remedy English language deficiencies (or that portion of the activities of teachers or teacher aides which is exclusively attributable to the remedying of English language deficiencies), and the extent to which the special language needs of children identified pursuant to paragraph (a) of subsection (1) of this section are being met.

(3) Funds received pursuant to this section may be expended by school districts for the employment of teachers or teacher aides for that portion of their activities which is exclusively attributable to the purposes of this section. School districts may also expend such funds for the reasonable costs of teacher aide training and instructional materials which are directly related to the tutorial programs established by this section. No funds appropriated to implement the provisions of this section shall be used to teach children any other language than English.

(4) (a) Beginning July 1, 1975, each school district for which a tutorial program is approved by the state department of education shall be entitled to receive a special tutorial grant for each child identified pursuant to paragraph (a) of subsection (1) of this section enrolled in the tutorial program.

(b) In the event that funds appropriated for the implementation of this section for any fiscal year are not sufficient to meet the requirements of paragraph (a) of this subsection (4), the state board of education shall prorate the total of the funds appropriated among all eligible school districts in the proportion which each district's entitlement bears to the total entitlement.

DELAWARE

CERTIFICATION OF PROFESSIONAL PUBLIC SCHOOL EMPLOYEES.

Elementary Teacher - Bilingual.

Requirements for the Standard Certificate.

A. Bachelor's degree from an accredited college, and;
B. General Education -
Satisfactory completion of bachelor's degree, and;
C. Professional Education -
1. Completion of a teacher education program in elementary education bilingual in the language area of assignment, or
2. Completion of the required course work in a teacher education program in elementary education, and;
a. Minimum of 15 semester hours in the language area of assignment at or above the third year college level, or
Demonstrated fluency in the language area of assignment as determined by the NTE (schore at fiftieth percentile), and
b. Three semester hours in Teaching English as a Second Language,and
c. Knowledge of the target group's culture as demonstrated by:
Three semester hours credit in the culture of the target group, or
Significant personal connection with the target community such as formative or work experience, or
An appropriate workshop approved by the Department of Public Instruction in the target group's culture, and
d. Bilingual student teaching in an elementary school program in the language area of assignment.

Secondary Teacher - Bilingual.

Requirements for the Standard Certificate.

A. Bachelor's degree from an accredited college, and;
B. General Education-
Satisfactory completion of bachelor's degree, and;
C. Professional Education-
1. Completion of a program in teacher education in secondary education bilingual in the language area of assignment and the subject area of assignment, or
2. Completion of a major in the subject area of assignment, and;
a. Minimum of 15 semester hours in the language area of assignment at or above the third year college level, or
Demonstrated fluency in the language area of assignment as determined by the NTE (score at fifthieth percentile), and
b. Three semester hours in teaching English as a Second Language, and
c. Knowledge of the target group's culture as demonstrated by:
Three semester hours credit in the culture of the target group, or
Significant personal connection with the target community such as formative or work experience, or
An appropriate workshop approved by the Department of Public Instruction in the target group's culture, and
d. Bilingual student teaching in a secondary school program in the language area of assignment.

FLORIDA

Education Code. Chapter 233, Courses of Study and Instructional Aids.

233.09 Duties of each state instructional materials council. -- The duties of each state instructional materials council shall be:

(4) EVALUATION OF INSTRUCTIONAL MATERIALS. -- To evaluate carefully all instructional materials submitted, to ascertain which instructional materials, if any, submitted for consideration best implement the curricular objectives of the schools of the state. The councils shall file with the commissioner of education a written statement of the criteria and procedures used in the evaluation of instructional materials, and certified copies of such statements shall be made available to the public upon request. The state instructional materials councils shall be prohibited from conducting their assigned duties until such written statements are on file with the commissioner of education.

(a) When recommending instructional materials for use in the schools, each council shall include only instructional materials which, in its determination, accurately portray the cultural and racial diversity of our society, including men and women in professional, vocational, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of Florida and the United States.

(d) When recommending instructional materials for use in the schools, each council shall require, when appropriate to the comprehension of pupils that textbooks for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. No instructional materials shall be recommended by any council for use in the schools which, in its determination, contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation.

Education Code. Chapter 241. Institutions of Higher Learning.

241.477 Afro-American history and culture.

(1) This section shall be cited as the "Florida Afro-American History Repository Act."

(2) For the purposes of this section:

(a) "Repository" means a place or depository on the Florida Agricultural and Mechanical University campus;

(b) "Source materials" means any written or printed matter, memorabilia, and artifacts; and

(c) "Afro-American" means any American person of African descent and who is identified with the black race.

(3) The general purpose of this section is to provide for the obtaining, preserving, and holding for circulation in a repository at the Florida Agricultural and Mechanical University source materials on Afro-American history and culture which shall be used for research and other educational and cultural purposes and which shall encourage the development of inspiration and positive self-concepts on the part of black American and provide a basis for whites to gain greater respect for the black race.

(4) The president of the university shall appoint a curator of the repository who shall be a recognized authority on Afro-American history and culture. The curator shall be empowered to seek out and secure source

(4) materials on or about Afro-Americans, to catalog and preserve such materials in keeping with the best available methods of preservation, and to disseminate or make available to the public said materials in keeping with the designated functions of the repository.
(5) The repository shall serve the state by collecting and preserving source materials on the contributions, achievements, and general experiences of Afro-Americans, and shall endeavor to reproduce and secure copies of all materials on or about black Floridians from the earliest beginnings to the present. It shall provide bibliographic and copy services, whenever practical, to state agencies, the university system, state officials, researchers, and scholars of Afro-American history and culture, and encourage the use of Afro-American instructional materials in state educational services to all groups without regard to racial, religious, or ethnic membership.

ILLINOIS

Education Code. Chapter 122. Article 27. Courses of Study - Special Instruction.

27-21. History of United States. History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards to other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. The teaching of history shall include a study of the role and contributions of American Negroes and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czechoslavakian, French, Scots, etc., in the history of this country and this State. No pupils shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof. (As amended by act approved June 26,1967).

IOWA

Education Code. Section 257.25, Educational Standards.

257.25 (1) If a school offers a pre-kindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The pre-kindergarten program shall relate the role of the family to the child's developing sense of self and his perception of others;

257.25 (2) If a school offers a kindergarten program, the program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protection and development of physical being;

257.25 (3) The following areas shall be taught in grades one through six: Social Studies, including geography, the history of the United States and Iowa shall be taught with attention given to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minorities, and any others, who in the past may have been overlooked by reason of race, religion, physical disability, or ethnic background;

257.25 (4) The following shall be taught in grades seven and eight: Social Studies shall be taught with attention given to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minority groups and any others who, in the past may have been ignored or overlooked by reason of race, sex, religion, physical disability, or ethnic background;

257.25 (6B) In grades nine through twelve all students shall be required to take one unit of American History which shall give attention to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minority groups, and any others who may have been ignored or overlooked by reason of race, sex, religion, physical disability, or ethnic background.

280 (5) The board of directors of a public school district shall not allow discrimination in any educational program on the basis of race, color, creed, sex, marital status or place of national origin.

State Board of Education Policy Statement.

"(1) That every school district implement at all grade levels (K-12), suitable curricular content dealing with the contributions and culture of minority groups. The goal of this curriculum should be to help students acquire a realistic basis for understanding the culture and life styles of people of different races, ethnic groups, and socio-economic status; and

(2) That the Iowa State Department of Public Instruction, in cooperation with local educational agencies, should foster in all subject areas curriculum changes, implementation of teaching practices, and utilization of instructional materials which provide for all children a basis for understanding the contributions of racial and ethnic minority groups."

State Education Agency Guidelines.

1.0 MULTI-CULTURAL, NON-SEXIST CURRICULUM POLICIES, PLANS, AND REPORTS.

1.1 The State Board of Public Instruction recommends that local boards of directors adopt a multi-cultural, non-sexist policy statement and proceed to develop and implement an educational plan based upon that policy statement. The plans should provide for instructional materials, teaching strategies and curriculum content in all subject areas, based upon the criteria outlined in these guidelines. The plan should include goals, priorities, activities, and target dates for grade levels pre-kindergarten through twelve (12) based upon an appropriate needs assessment instrument.

1.2 Boards of directors are requested to submit a written progress report to the State Superintendent by December 1, 1976, which includes the policy statement adopted by the local board, the written plan being implemented, the stage of implementation reached, a list of the members of the advisory committee established and a description of related in-service training provided.

COMMENT: THE LOCAL SCHOOL BOARD IS THE OFFICIAL POLICY MAKING BODY IN A SCHOOL DISTRICT. MEMBERS OF THE BOARD ARE OFTEN INFLUENTIAL COMMUNITY LEADERS. THE LEADERSHIP AND SUPPORT OF THE BOARD IS NECESSARY IF FUNDAMENTAL CHANGE IN THE EDUCATIONAL PROCESS IS TO BE ACHIEVED, REPORTS TO THE STATE SUPERINTENDENT WILL ALLOW THE DEPARTMENT OF PUBLIC INSTRUCTION TO MONITOR THE EXTENT OF MULTI-CULTURAL CURRICULUM EFFORTS IN IOWA.

2.0 MULTI-ETHNIC, NON-SEXIST ADVISORY COMMITTEE.

2.1 Boards of directors should appoint an advisory committee to advise the board, the administration and the staff on a continuing basis during the development, implementation, and evaluation of the multi-ethnic, non-sexist education plan. The advisory committee should be composed of equal numbers of men and women, no less than one representative community cross-section including board members, administrators, teachers, students, parents, and lay public. In districts where no minority group population exists, it is recommended that minority group resource persons be utilized when possible.

2.2 The advisory committee should report no less than semi-annually to the local board of directors. Such a report should include but not be limited to:

(a) Recognition and reduction of ethnic, racial, and sexist stereotyping and bias in instructional materials.
(b) Inservice for professional staff in human relation and implementation of multi-ethnic, non-sexist curriculum programs.
(c) Intercultural experiences for students.
(d) Integration of content on minority groups, women, ethnic groups, and intergroup relations into the curriculum.
(e) Use of regional resource people in the area of minority studies, ethnic studies, and women's studies.
(f) Development of a collection of multi-ethnic, non-sexist resource materials for the staff and the students.

COMMENT: THE TREND IN EDUCATION TODAY IS TOWARD GREATER COMMUNITY INVOLVEMENT IN THE DECISION MAKING PROCESS. THE ADVISORY COMMITTEE PROVIDES THIS INVOLVEMENT AND ALSO PROVIDES FOR INPUT FROM WOMEN AND MINORITY GROUPS; TWO GROUPS WHICH ARE UNDER-REPRESENTED IN SCHOOL ADMINISTRATIVE STAFFS. IT IS UNDERSTOOD THAT SOME IOWA SCHOOL DISTRICTS WHERE NO MINORITY GROUP MEMBERS RESIDE MAY BE UNABLE TO OBTAIN THE SERVICES OF A MINORITY RESOURCE PERSON.

3.0 ADOPTION OF INSTRUCTIONAL MATERIALS

3.1 Instructional materials adopted by boards of directors should be designed to foster respect for minority groups, women, and ethnic groups and shall represent realistically our pluralistic society, along with the roles and life styles open to both men and women in today's world. Materials should be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by minority groups, ethnic groups, and women.

3.2 Instructional materials and resources adopted for history and social studies should clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women, minority groups, and ethnic groups. These materials and resources should present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

3.3 Instructional materials and resources adopted for history and social studies should be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, non-sexist, society.

COMMENT: IT IS NOT INTENDED THAT SCHOOL DISTRICTS DISCARD MATERIALS THEY PRESENTLY UTILIZE IF THEY DO NOT MEET THE CRITERIA ESTABLISHED IN THESE GUIDELINES. IT IS INTENDED THAT SCHOOL DISTRICTS USE THESE CRITERIA WHEN ADOPTING NEW MATERIALS IN THE FUTURE. IT IS ALSO IMPORTANT THAT TEACHERS RECOGNIZE THE BIAS PRESENT IN SOME MATERIALS SO THAT THEY CAN POINT IT OUT TO THEIR STUDENTS.

4.0 CURRICULUM CONTENT

4.1 Curriculum in Iowa schools should be multi-racial, multi-ethnic, and non-sexist. Its aim should be to reduce and eliminate stereotyping and bias on the basis of sex, race, or ethnicity.

4.2 History curriculum content, pre-kindergarten through twelve (12), should include information on the contributions of minority groups, ethnic groups, and women to Iowa, to the nation, and to the world. The multiple historical forces with their socio-economic, political, and religious dimensions which have worked to the disadvantage or advantage of women, minority groups, and ethnic groups should be explored. The curriculum should analyze historical intergroup tension and conflict in the United States from a culturally pluralistic point of view.

4.3 Social Studies curriculum, pre-kindergarten through twelve (12), should point out the multiple contemporary forces with their socio-economic, political, and religious dimensions which are currently operating to the disadvantage or advantage of ethnic groups, women, and minority groups both nationally and internationally. The curriculum should analyze intergroup tension and conflict objectively and focus upon solving social and economic problems. Emphasis should be on motivating students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as citizens of a pluralistic, non-sexist society.

4.4 It is further recommended that secondary schools offer elective courses in women's studies and ethnic studies with emphasis on Native Americans, Spanish-Speaking Americans, Asian Americans, and Afro-Americans and women. Such courses might also deal with the basic concepts of human and intergroup relations.

COMMENT: EMPHASIS IS PLACED ON WOMEN AND THESE FOUR GROUPS THROUGHOUT THE GUIDELINES. THESE GROUPS' ARE MORE READILY IDENTIFIABLE AND THEREFORE HAVE BEEN MORE SUSCEPTIBLE TO PREJUDICE, DISCRIMINATION, AND EXCLUSIONARY PRACTICES. THIS IS NO WAY MEANT TO INFER THAT OTHER ETHNIC GROUPS MAY NOT BE THE VICTIMS OF DISCRIMINATION. IN ADDITION TO MINORITY GROUPS AND WOMEN, A SCHOOL DISTRICT MAY CHOOSE TO INCLUDE MATERIALS AND CONTENT ON OTHER ETHNIC GROUP(S) COMMON TO THE COMMUNITY.

4.5 Language arts, music, and art curricula should include the works of minority groups, women, and ethnic groups. These works should be presented in such a way as to foster intergroup appreciation and understanding.

4.6 Science, mathematics, and business related curricula should include the contributions of, and examples familiar to, women, minority groups, and ethnic groups. Where segregation exists in classroom enrollments on the basis sex or race, positive efforts should be made to eliminate this segregation, regardless of its cause.

4.7 Domestic arts, industrial arts, health and physical education curricula should not be sex stereotyped. With the exception of sex education and contact activities in physical education there should be no segregation on the basis of sex. Where such segregation exists, positive efforts should be made to eliminate it, regardless of its cause. The contributions of, and examples familiar to women, minority groups, and ethnic groups should be utlized.

5.0 BILINGUAL-BICULTURAL EDUCATION PROGRAMS

5.1 The State Board of Public Instruction recognizes that:
(a) There are significant numbers of children in Iowa with limited English-speaking fluency.
(b) Most of these children have a cultural heritage which differs from that of an English-speaking person.
(c) The primary means by which a child learns is through the use of such child's language and cultural heritage.
(d) Significant numbers of children with limited English-speaking fluency have needs that can be met by the use of bilingual educational methods.
(e) In addition, children with limited English-speaking fluency benefit through the fullest utilization of multiple language and cultural resources.

It is recommended that local school districts, administering attendance centers with children of limited English-speaking fluency, develop and implement continuing bilingual-bicultural education programs and transitional bilingual educational programs in accordance with the following guidelines:

5.2 In a district where there are twenty (20) or more students with limited English-speaking fluency, a continuing bilingual-bicultural educational program should be provided by the district.

5.3 In a district where there are students with limited English-speaking fluency and the number of such students is less than twenty (20), a transitional program should be provided by the district for those students.

5.4 A student removed from the regular classroom should spend at least 20%, and not more than 50%, of his/her total classroom time in the bilingual program.

5.5 Students enrolled in a program of bilingual-bicultural education and transitional bilingual education should be placed in classes with students of

5.5 cont.-approximately the same age and be provided with instruction which is appropriate for his or her level of educational attainment.

5.6 It is recommended that, whenever possible, English-speaking children should be included in bilingual programs on a voluntary basis.

5.7 The bilingual-bicultural program should be developed in consultation with parents of children with limited English speaking fluency, community resource people, consultants, teachers, and where applicable, secondary students.

6.0 SPECIAL EDUCATION PROGRAMS

6.1 Local district boards of directors should initiate a review of their policies for assigning students to, and evaluating special education programs, when:

(a) The percentage of minority students in the specific program exceeds the percentage of minority students district wide by 15% or more.

(b) No minority students are enrolled in specific programs in districts where the minority enrollment is 5% or greater.

6.2 Such a review should include:

(a) Teacher referral practices.
(b) Testing practices.
(c) Interpretation of tests.
(d) Counseling practices.
(e) Re-examination patterns.
(f) Nature of tests utilized.
(g) Intercultural awareness of the examiner.

6.3 If the conditions described in 6.1 are existent one (1) year after such a review is made, the local district will be asked to submit a written report which explains why the condition still exists.

7.0 GUIDANCE AND COUNSELING

7.1 Guidance counselors and other school personnel should be encouraged to utilize those materials and resources which will present to the students a broad spectrum of educational and career opportunities. Sex, race, ethnicity, religion, or socio-economic status should not be considered as limiting factors in educational, career, and personal counseling.

7.2 Career information materials, used to recruit students for employment, further education, and job training, should portray racial minorities and both sexes as well as majority group members.

7.3 Educational and career information should place emphasis on opportunities, interests, skills, and abilities of individual students and should not make generalized assumptions about students based on their race, sex ethnicity, religion, or socio-economic status.

7.4 Guidance and counseling services should provide those personal and inter-personal experiences that will promote positive self-image and positive inter-group relations.

7.5 Guidance and counseling services should assess individual student abilities by using a variety of indicators. Such assessments should not rely solely on grades or test scores. When assessment instruments are selected, adjustments should be made, where necessary, to account for socio-cultural and linguistic background.

7.6 The scope of guidance and counseling services should be considered the responsibility of the entire staff and, therefore, the guidance departments should communicate with the entire staff in those areas which will foster the goals of education in a pluralistic society.

7.7 Guidance and counseling services should foster positive home/school relationships and contacts between parents and personnel, regardless of the race or socio-economic status of the student.

7.8 When hiring, promoting, or assigning personnel within a school system, school authorities should consider that adults serve as role models for students. Therefore, authorities should, whenever possible, utilize adults in a variety of jobs and activities to demonstrate that they can be performed by any person, regardless of race, creed, socio-economic status, national origin or sex.

Administrative Code. Human Relations Requirement for Teacher Education and Certification.

670-13.18(257) Human relations requirements for teacher education and certification. Preparation in human relations shall be included in programs leading to teacher certification. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society.

13.18(1) Beginning on or after August 31, 1980, each applicant for an initial teacher's certificate shall have completed the human relations requirement.

13.18(2) On or after August 31. 1980, each applicant for the renewal of a teacher's certificate shall have completed an approved human relations requirement.

13.18(3) Certificated persons entering the state on or after August 31, 1980, will be granted a temporary certificate on condition that they fulfill the human relations requirement before renewal.

13.18(4) The human relations requirement shall be waived for certificated persons who can give evidence that they have completed a human relations program which meets state board of public instruction criteria.(see13.21)

670-13.19(257) Development of human relations components. Human relations components shall be developed by teacher preparation institutions. Inservice human relations components may also be developed by educational agencies other than teacher preparation institutions, as approved by the state board of public instruction.

670-13.20(257) Advisory committee. Education agencies developing human relations components shall give evidence that in the development of their programs they were assisted by an advisory committee. The advisory committee shall consist of equal representation of various minority and majority groups.

670.21(257) Standards for approved components. Human relations components will be approved by the state board of public instruction upon submission of evidence that they are designed to develop the ability of participants to:

13.21(1) Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.

13.21(2) Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.

13.21(3) Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

13.21(4) Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

13.21(5) Respect human diversity and the rights of each individual.
13.21(6) Relate effectively to other individuals and various subgroups other than one's own.

670-13.22(257) Evaluation. Educational agencies providing the human relations components shall indicate the means to be utilized for evaluation.

LOUISIANA

State Constitution. Article XII. General Provisions.

Section 4. The right of the people to preserve, foster, and promote their respective historic linguistic and cultural origins is recognized. (1974)

House Concurrent Resolution No. 183.

WHEREAS, it is utmost importance that all diploma and degree curricula of the school, college and university systems in the state should be of the highest possible quality, in view of the fact that superior education can only be derived from and is the product of such superior curricula.

THEREFORE, BE IT RESOLVED by the House of Representatives of the Legislature of Louisiana, the Senate thereof concurring, that the State Board and/or Department of Education and Local School Boards are hereby authorized, urged and requested to initiate immediately a comprehensive program of black studies in all schools, colleges and universities within their jurisdictions, where such programs do not exist, and to determine the quality and to take such steps as are necessary to improve any curricula found to be substandard in schools, colleges or universities where such programs exist.

BE IT FURTHER RESOLVED that a copy of this Concurrent Resolution shall be transmitted forthwith to the president of the State Board of Education.

House Concurrent Resolution No. 246.

WHEREAS, it is necessary to develop, utilize, and preserve Italian heritage and culture as found in the state of Louisiana for the cultural, economic, and tourism benefits that the Italian influence and heritage in Louisiana affords to the state; and

WHEREAS, there are five hundred thousand Americans of Italian heritage in the Greater New Orleans Area, who maintain Italian culture and tradition; and

WHEREAS, the Piazza d'Italian is now becoming a reality through the tireless efforts and industry of the local citizens and many civic and governmental leaders of the New Orleans area; and

WHEREAS, persons of Italian descent have made great and numerous contributions to the life and culture of Louisiana; and

WHEREAS, Italian tradition and influence have been key ingredients in adding to the commerce, trade, and economic stability of the state.

THEREFORE, BE IT RESOLVED by the House of Representatives of the Louisiana Legislature, the Senate thereof concurring, that the legislature does hereby urge and request the Department of Education, the Board of Regents and the State Board of Elementary and Secondary Education to provide and initiate programs within the public school system which promote Italian culture, heritage, and tradition and to emphasize the instruction of the language within the school system.

BE IT FURTHER RESOLVED that the legislature does hereby direct the Louisiana Tourist Development Commission to promote Louisiana and New Orleans as centers of Italian culture and tradition and initiate and maintain efforts to develop, utilize, preserve, and promote Italian heritage, culture and tradition as found in the state of Louisiana.

BE IT FURTHER RESOLVED that copies of this Resolution be sent to the Department of Education, the Board of Regents, the State Board of Elementary and Secondary Education, and the Louisiana Tourist Development Commission. (1975)

House Concurrent Resolution No. 267.

WHEREAS, it is necessary to develop, utilize, and preserve Spanish heritage and culture as found in the state of Louisiana for the cultural, economic and tourism benefits that the Spanish influence and heritage in Louisiana affords to the state; and

WHEREAS, there are one hundred thirty thousand Americans of Spanish heritage in the Greater New Orleans Area, who maintain Spanish culture and tradition; and

WHEREAS, Louisiana has two hundred million Latin American neighbors to the south, who maintain close relations with this state and nation and who maintain Spanish traditions and culture; and

WHEREAS, Spanish tradition and influence have been key ingredients in adding to the commerce, trade, and economic stability of the state.

THEREFORE BE IT RESOLVED by the House of Representatives of the Louisiana Legislature, the Senate thereof concurring, that the legislature does hereby authorize and request the Department of Education, the Board of Regents and the State Board of Elementary and Secondary Education to provide and initiate programs within the public school system which promote Spanish culture, language and traditional and to emphasize the instruction of the Spanish language within the school system.

BE IT FURTHER RESOLVED that the legislature does hereby request the Louisiana Tourist Development Commission to promote Louisiana and New Orleans as centers of Spanish culture and tradition and initiate and maintain efforts to develop, utilize, preserve and promote Spanish heritage, culture, and tradition as found in the state of Louisiana

BE IT FURTHER RESOLVED that copies of this Resolution be sent to the Department of Education, theBoard of Regents, the State Board of Elementary and Secondary Education, and the Louisiana Tourist Commission. (1975)

Revised Statues. Section 273. Second Languages; Teaching in Public Schools (Act 714).

A. Commencing with the 1976-1977 school year, each parish school board and city school board in the state is hereby authorized to establish as a part of the general curriculum of instruction the teaching of a second language. The second language curriculum shall be so established as to include a program extending upward through all grades, commencing in the first grade and extending upwards to the twelfth grade, in a well articulated, sequential manner so as to afford all school children in the state the opportunity of attaining proficiency in a second language.

B. (1) If a parish or city school board does not establish a second language program by May 30, 1976, such a program shall be required upon presentation of a petition requesting the instruction of a particular second language. The petition shall be addressed and presented to the parish or city school board and shall request the instruction to be in a particular school. It shall contain the signatures of at least twenty-five percent of the heads of households of students attending a particular school within the jurisdiction of the parish or city school board. The superintendent of the parish or city school shall determine the required number of signatures needed for each school and shall certify whether or not a petition contains the necessary number of signatures. Parents may petition to initiate second language programs in elementary schools, junior high schools, and senior high schools.

(2) Upon receiving a certified petition, the parish or city school board shall establish the teaching of the designated second language in said school as a part of the general curriculum of instruction. The instruction of the second language shall be developed to include the teaching of the language in each grade of said school in a well articulated and sequential manner so as to afford to the student the opportunity of attaining proficiency in the designated second language. Any student shall be exempted from the second language program upon request of the parent or guardian. The parent shall direct this request to the principal of the school or to the superintendent of the parish or city school system.

(3) Instructors in a second language would be regularly assigned certified teachers at the secondary level or certified second language specialist teachers in the elementary grades one through eight, itinerant in one or more schools, and/or foreign associate teachers selected and approved by the State Department of Education in cooperation with other appropriate state agencies. A second language specialist teacher with a full schedule of second language classes would not be counted in the pupil-teacher ratio in the school of assignment, but would be counted as an additional teacher.

(4) The cost of implementing a second language program at the secondary level (junior and/or senior high schools) will be borne by the local school system. The cost of implementing second language programs in the elementary grades over and beyond the base salary of regularly assigned teachers will be paid from state funds appropriated as a part of the total education budget of the State Department of Education.

C. The State Board of Elementary and Secondary Education shall establish guidelines, regulations, and policies for the implementation of a comprehensive curriculum in a second language in a well articulated sequential manner in order to carry out the intent of this Section. (1975)

State Education Agency Interim Guidelines.

I. Second language(s) to be offered. (See State Curriculum Guides for Foreign languages - pages 11-13).

II. Grade Level in which second language is to be offered and number of sections. Act 714 states: "Beginning in the first grade and extending upwards through the grades in a well-articulated, sequential manner." Parishes with prior state or federally funded second language programs may propose programs beginning in additional grades.

III. Supervision. At the local level, the school system should designate a person or persons responsible for coordinating second language programs for the system. At the state level, the professional staff of the Foreign Language Section, State Department of Education, will assist the local school systems with all aspects of second language programs.

IV. Instructional Staff. 714 states: "Instructors in a second language would be regularly assigned certified (foreign language) teachers at the secondary lever (grades 9-12) or certified Second Language Specialist Teachers in the elementary grades 1-8, itinerant in one or more schools, and/or foreign associate teachers selected and approved by the State Department of Education in cooperation with other appropriate state agencies."

V. Curriculum. The state has approved Curriculum Guides (grades K-12) for French, Spanish, German, Russian and Latin. An Italian guide has been prepared and was completed prior to the 1976-77 school session. These guides must be used in planning and conducting well articulated, sequential programs of second language instruction.

VI. Materials of instruction. The State Adopted Textbook list, which is included in the state guides, contains adequate materials for conducting second language programs; however, these may be supplemented by materials purchased with local funds or instructional programs available through educational television.

VII. Staffing. Acceptable second language programs (Grades 1-8) should incorporate one of the following staffing patterns:

A. Utilizing certified Second Language Specialist Teachers full-time, i.e., teaching a full schedule of only second language classes. The state will provide the minimum state salary and Second Language Specialist increment for these teachers, and the parish will be responsible for the local salary differential. School systems planning to utilize full-time Second Language specialist Teachers must submit to the Division of Management, Research and Finance, the name, highest degree held, years of experience, and teaching certificate number for each teacher, along with the second language questionnaire.

B. Utilizing certified Second Language Specialist Teachers part-time, i.e., a regularly assigned classroom teacher who teaches one or more classes of a second language through an exchange with other teachers. The school system need only submit the names and proposed teaching schedules for part-time Second Language Specialists, as the system will continue to pay these teachers as regularly assigned classroom teachers and the Second Language Specialist increment will be automatically provided by the state.

C. Utilizing a combination of all and part-time Second Language Specialist Teachers. The school system would supply the necessary information for full-time Second Language Specialist Teachers and would submit only the name and teaching schedule for part-time Second Language Specialist Teachers.

D. Utilizing Foreign Associate Teachers until certified Second Language Specialist Teachers are available. If a school system has no certified Second Language Specialist Teachers available, the Foreign Associate Teachers may be requested to implement a second language program, with the understanding that programs utilizing Foreign Associate Teachers will be approved only with the assurance from the school system that an equal number of qualified Louisiana teachers will enroll in a Second Language Specialist Teacher-Training Program. At present, only Associate Teachers of French, Spanish, and Italian are available. Negotiations will be made for associate teachers of other second languages, based on requests from school systems. School systems planning to utilize Foreign Associate Teachers of French must follow the guidelines contained in Handbook for Administrators, Bulletin No. 1460, Revised. A similar handbook will be prepared for Foreign Associate Teachers of Spanish and Italian.

NOTE: If there be no certified Second Language Specialist Teachers available in a parish and no possibility of obtaining Foreign Associate Teachers, then certified secondary teachers of that second language may be proposed for temporary certificates with the provision that they be enrolled in an approved Second Language Specialist Teacher-Training Program. Such temporary certification will not entitle the teacher to receive additional pay increment prior to being certified as a Second Language Specialist.

Standards for State Certification of School Personnel. Second Language Specialist Certification.

"Second Language Specialist" (French, Spanish, etc. al.) may be added to the certificate of any certified elementary teacher or any certified secondary foreign language teacher who has successfully completed the 24 semester hour in-service program of study in second language instruction as approved by the State Board of Elementary and Secondary Education. This 24 semester hour in-service program will consist of:

A. Proficiency in the Second Language - 15 - 18 semester hours
   1. Oral skills: The sound system, basic structures, basic vocabulary; fluency in conversational topics
   2. Reading an writing skills, geared to the needs of teaching the second language at the elementary level
   3. Children's literature in the second language - study of the cultural heritage of stories, songs, rhymes and games.

B. Professional Preparation (Applied Linguistics) - 3-6 semester hours. Analysis of linguistic and cultural content of materials available for the instructional program at the elementary level. Practical training with these materials.

C. Culture and Civilization - 3 semester hours
   Extensive contact with the culture and the civilization of the second language in the country of origin (e.g., France, Spain, etc.) as well as in the Western Hemisphere (e.g., Louisiana and Quebec, Mexico and South America, etc.). The introduction of culture and civilization in second language classes at the elementary level.

In addition, each teacher must present a statement from the institution granting the 24 semester hours that he or she possesses minimal competencies in the second language.

Elementary teachers certified as Second Language Specialists may teach the content areas in the second language in the elementary grades.

Secondary foreign language teachers certified as Second Language Specialists may teach the second language only as either language arts or as enrichment subjects in the elementary grades. (1976)

MARYLAND

Education Code. Bylaw 13.03.02.05. Ethnic and Cultural Minorities.

PROGRAMS ON ETHNIC AND CULTURAL MINORITIES. All public schools shall include in their programs of studies, either as a part of current curricular offerings or as separate courses, appropriate instruction for developing understanding and appreciation of ethnic and cultural minorities.

The State Department of Education shall develop (a) guidelines to assist local boards of education in developing such curricular offerings and (b) criteria for use by local boards in evaluating and selecting instructional materials for schools which will insure that proper recognition is given to ethnic and cultural minorities.

The State Department of Education shall require and review reports from local boards of education on the implementation of programs of studies and on the selection of instructional materials pertaining to ethnic and cultural minorities.

MASSACHUSETTS

Chapter 71A. Transitional Bilingual Education.

SECTION 1. Declaration of Policy. The General Court finds that there are large numbers of children in the commonwealth who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The Court believes that a compensatory program of transitional bilingual education can meet the needs of these children and facilitate their integration into the regular public school curriculum. Therefore, pursuant to the policy of the commonwealth to insure equal educational opportunity to every child and in recognition of the needs of children of limited English-speaking ability, it is the purpose of this act to provide for the establishment of transitional bilingual education programs in the public schools, and to provide supplemental financial assistance to help local school districts to meet the extra costs of such programs.

SECTION 2. The General Laws are hereby amended by inserting after chapter 71 the following chapter:

Section 1. The following words, as used in this chapter shall, unless the context requires otherwise, have the following meanings:--

"Department," the department of education.

"School Committee," the school committee of a city, town or regional school district.

"Children of limited English-speaking ability," (1) children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English and (2) children who were born in the United States of non-English speaking parents and who are incapable of performing ordinary classwork in English.

"Teacher of transitional bilingual education," a teacher with a speaking and reading ability in a language other than English in which bilingual education is offered and with communicative skills in English.

"Program in transitional bilingual education," a full-time program of instruction (1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school committee which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program and also in English, (2) in the reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program and in the oral comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

Section 2. Each school committee shall ascertain, not later than the first day of March, under regulations prescribed by the department, the number of children of limited English-speaking ability within their school system, and shall classify them according to the language of which they possess a primary speaking ability.

When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in existing private school systems, twenty or more children of limited English-speaking ability in any such language classification, the school committee shall establish, for each classification, a program in transitional bilingual education for the children therein; provided, however, that a school committee may establish a program in transitional bilingual education with respect to any classification with less than twenty children therein.

Every school-age child of limited English -speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in transitional bilingual education established for the classification to which he belongs by the city, town or school district in which he resides for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur.

A child of limited English-speaking ability enrolled in a program in transitional bilingual education may, at the discretion of the school committee and subject to the approval of the child's parent or legal guardian, continue in that program for a period longer than three years.

An examination in the oral comprehension, speaking, reading and writing of English, as prescribed by the department, shall be administered annually to all children of limited English-speaking ability enrolled and participating in a program of transitional bilingual education. No school committee shall transfer a child of limited English-speaking ability out of a program in transitional bilingual education prior to his third year of enrollment therein unless the parents of the child approve the transfer in writing, and unless the child has received a score on said examination which, in the determination of the department, reflects a level of English language skills appropriate to his or her grade level.

If later evidence suggests that a child so transferred is still handicapped by an inadequate command of English, he may be re-enrolled in the program for a length of time equal to that which remained at the time he was transferred.

Section 3. No later than ten days after the enrollment of any child in a program in transitional bilingual education the school committee of the city, town or the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a program in transitional bilingual education. The notice shall contain a simple, non-technical description of the purposes, method and content of the program in which the child is enrolled and shall inform the parents that they have the right to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. Said notice shall further inform the parents that they have the absolute right, if they so wish, to withdraw their child from a program in transitional bilingual education in the manner as hereinafter provided.

The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability.

Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw his child from said program by written notice to the school authorities of the school in which his child is enrolled or to the school committee of the city, town or the school district in which his child resides.

Section 4. A school committee may allow a non-resident child of limited English-speaking ability to enroll in or attend its program in transitional bilingual education and the tuition for such a child shall be paid by the city, town, or the district in which he resides.

Any city, town or school district may join with any other city, town, school district or districts to provide the programs in transitional bilingual education required or permitted by this chapter.

The commonwealth, under section eighteen A of chapter fifty-eight, shall reimburse any city, town or district for one-half of the cost of providing transportation for children attending a program in transitions bilingual education outside the city, town or district in which they reside.

Section 5. Instruction in courses or subjects included in a program of transitional bilingual education which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art, music and physical education, children of limited English-speaking ability shall participate fully with their English-speaking contemporariesin the regular public school classes provided for said subjects. Each school committee of every city, town or school district shall ensure to children enrolled in a program in transitional bilingual education practical and meaningful opportunity to participate fully in the extra-curricular activities of the regular public schools in the city town or district. Programs in transitions bilingual education shall, whenever feasible, be located in the regular public schools of the city, town or the district rather than separate facilities.

Children enrolled in a program of transitional bilingual education whenever possible shall be placed in classes with children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school committee so combining shall ensure that the instruction given each child is appropriate to his or her level of educational attainment and the city, town or the school districts shall keep adequate records of the educational level and progress of each child enrolled in a program. The maximum student-teacher ratio shall be set by the department and shall reflect the special educational needs of children enrolled in programs in transitional bilingual education.

Section 6. The board of education, hereinafter called the board, shall grant certificates to teachers of transitional bilingual education who possess such qualifications as are prescribed in this section. The requirements of section thirty-eight G of chapter seventy-one shall not apply to the certification of teachers of transitional bilingual education. Teachers of transitional bilingual education, including those serving under exemptions as provided in this section, shall be compensated by local school committees not less than a step on the regular salary schedule applicable to permanent teachers certified under said section thirty-eight G.

The board shall grant certificates to teachers of transitional bilingual education who present the board with satisfactory evidence that they (1) possess a speaking and reading ability in a language, other than English, in which bilingual education is offered and communicative skills in English; (2) are in good health, provided that no applicant shall be disqualified because of blindness, or defective hearing; (3) are of sound moral character; (4) posses a bachelor's degree or an earned higher academic degree or are graduates of a normal school approved by the board; (5) meet such requirements as to courses of study, semester hours therein, experience and training as may be required by the board; and (6) are legally present in the United States and possess legal authorization for employment.

For the purpose of certifying teachers of transitional bilingual education, the board may approve programs at colleges or universities devoted to the preparation of such teachers. The institution shall furnish the board with a student's transcript and shall certify to the board that the student has completed the approved program and is recommended for a teaching certificate.

No person shall be eligible for employment by a school committee as a teacher of transitional bilingual education unless he has been granted a certificate by the board; provided, however, that a school committee may prescribe such additional qualifications, approved by the board. Any school committee may upon its request be exempted from the certification requirements of this section for any school year in which compliance therewith would in the opinion of the department constitute a hardship in the securing ofteachers of transitional bilingual education in the city, town or regional school district. Exemptions granted under this section shall be subject to annual renewal by the department.

A teacher of transitional bilingual education serving under an exemption as provided in this section shall be granted a certificate if he achieves the requisite qualifications therfor. Two years of service by a teacher of transitional bilingual education under such an exemption shall be credited to the teacher in acquiring the status of serving at the discretion of the school committee as provided in section forty-one of chapter seventy-one, and said two years shall be deemed to immediately precede, and be consecutive with, the year in which a teacher becomes certified. In requesting an exemption under this section a school committee shall give preference to persons who have certified as teachers in their country or place of national origin.

All holders of certificates and legal exemptions under the provisions of section thirty-eight G of chapter seven-one who provide the board with satisfactory evidence that they possess a speaking and reading ability in a language other than English may be certified under this section as a teacher of transitional bilingual education.

All holders of certificates and legal exemptions under the provisions of section thirty-eight G of chapter seven-one who provide the board with satisfactory evidence that they possess a speaking and reading ability in a language other than English may be certified under this section as a teacher of transitional bilingual education.

Nothing in this chapter shall be deemed to prohibit a school committee from employing to teach in a program in transitional bilingual education a teacher certified under section thirty-eight G of chapter seventy-one, so long as such employment is approved by the department.

Section 7. A school committee may establish on a full or part-time basis pre-school or summer school programs in transitional bilingual education for children of limited Englisb -speaking ability or join with the other cities, towns, or school districts in establishing such pre-school or summer programs. Pre-school or summer programs in transitional bilingual education shall not substitute for programs in transitional bilingual education required to be provided during the regualr school year.

Section 8. The cost of the programs in transitional bilingual education required or permitted under this chapter, actually rendered or furnished, shall, for the amount by which such costs exceed the average per pupil expenditure of the city, town or the school district for the education of children of comparable age, be reimbursed by the commonwealth to the city, town or regional school districts as provided in section eighteen A of chapter fifty-eight.

Reimbursement shall be made upon certification by the department that programs in transitional bilingual education have been carried out in accordance with the requirements of this chapter, the department's own regulation, and approved plans submitted earlier by city, town or the school districts, and shall not exceed one and one-half million dollars for the first year, two and

one-half million dollars per year for the second and third years, and four million dollars per year for the fourth and subsequent years of programs in transitional bilingual education. In the event that amounts certified by the department for reimbursement under this section exceed the available state funds therefor, reimbursement of approved programs shall be made based on the ratio of the maximum available state funds to the total funds expended by all of the school committees in the commonwealth.

Nothing herein shall be interpreted to authorize cities, towns, or school districts to reduce expenditures from local and federal sources, including monies allocated under the federal Elementary and Secondary Education Act, for transitional bilingual education programs.

The costs of programs in transitional bilingual education, other than those actually reimbursed under this chapter, shall be "reimbursable expenditures" within the meaning of chapter seventy, and shall be reimbursed under said chapter.

Section 9. In addition to the powers and duties prescribed in previous sections of this chapter, the department shall exercise its authority and promulgate rules and regulations to achieve the full implementation of all provisions of this chapter. A copy of the rules and regulations issued by the department shall be sent to all cities, towns and school districts participating in transitional bilingual education.

SECTION 3. Subsection (b) of chapter 58 of the General Laws is hereby amended by striking out paragraph (3), as appearing in section 7 of chapter 546 of the acts of 1969, and inserting in place thereof the following paragraph:

(3) On or before November twentieth, the reimbursements for the special education programs required to be paid by the commonwealth under chapter sixty-nine, seventy-one and seventy-one A.

SECTION 4. Chapter 69 of the General Laws is hereby amended by inserting after section 34 under the caption BUREAU OF TRANSITIONAL EDUCATION the following section:

Section 35. There shall be established within the department, subject to appropriation, a bureau of transitional bilingual education which shall be headed by a project director. The project director shall be appointed by the board of education upon the recommendation of the commissioner, and said project director shall have the minimum qualifications of a bachelor's degree in either business administration, liberal arts, or science, and shall have at least two years of documented administrative or teaching experience. The project director shall file a quarterly report with the board of education, the clerk of the house of representatives and the clerk of the senate.

The bureau for transitional bilingual education shall be charged with the following duties: (1) to assist the department in the administration and enforcement of the regulations provided for in said chapter; (2) to study, review and evaluate all available resources and programs that, in whole or in part, are or could be directed toward meeting the language capability needs of children and adults of limited English-speaking ability resident in the commonwealth; (3) to compile information about the theory and practice of transitional bilingual education in the commonwealth and elsewhere, to encourage experimentation and innovation in the field of transitional bilingual education, and to make an annual report to the general court and the governor; (4) to provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the planning, development, and evaluation of transitional bilingual education programs in the districts serving their children, and to provide for the maximum practicable involvement of parents of children of limited English-speaking ability, teachers and teachers' aides of transitional bilingual education, community coordinators, representatives of community groups, educators and laymen knowledgeable in the field of transitional bilingual educa-

tion in the formulation of policy and procedures relating to the administration of chapter seventy-one A by the commonwelath; (5) to consult with other public departments and agencies, including but not limited to the department of community affairs, the department of public welfare, the division of employment security, and the Massachusetts commission against discrimination, in connection with the administration of said chapter; (6) to make recommendations to the department in the areas of pre-service and in-service training for teachers of transitional bilingual education programs, curriculum development, testing and testing mechanisms, and the development of materials for transitional bilingual education courses; and (7) to undertake any further activities which may assist the department in the full implementation of said chapter. (1971)

Regulations for Certification of Bilingual Teachers.

I. General Regulations for Certification.

1. An applicant for certification as an elementary, secondary, or special subject teacher of Transitional Bilingual Education shall complete and submit an application for such certification on a form provided by the Board of Education.
2. No person shall be employed by a school committee as a teacher of Transitional Bilingual Education unless granted the appropriate certificate by the Board of Education or unless serving under an exemption granted by the Board of Education as provided by #3 and #4 below.
3. A request by a school committee to be exempt for any school year from the requirements of #2 above must be completed on waiver forms supplied by the Board of Education. Requests for such exemptions will be considered only if the individual for whom the waiver is being requested has filed a completed application for certification. Subsequent exemptions for the same individual may be granted the school committee on application if the superintendent attests to the individual's successful teaching performance and if evidence of substantial progress toward meeting certification requirements is provided.
4. Anyone certified or legally exempt under Section 38G of Chapter 71 and legally employed before the date of promulgation of these regulations as a teacher of bilingual education in a program in Transitional Bilingual Education such as that defined in Section 1 of Chapter 71A shall be exempt from the certification requirements in #2 above as a teacher of Transitional Bilingual Education at the level and in the subject of such employment.
5. The certificates issued by the Board of Education under these regulations shall be permanent certificates.
6. A temporary substitute teacher not certified by the Board may be employed by a school committee as a teacher of bilingual education to take the place of a regularly employed teacher of Transitional Bilingual Education who is on leave for less than a school year because of illness or any other authorized reason.
7. The term "normal school" as used in the law shall be interpreted to mean four-year normal school courses.
8. Normal schools must be approved by the Board of Education. Normal schools outside Massachusetts may be approved by the Board if they are approved by the Department of Education/Ministry of Education of the state/country in which they are operated.
9. Courses in education must be so listed in official publications or so described in official letters of the college or university.
10. Six semester hours of student teaching required for teaching certificates is interpreted to mean only that part of the student teaching program which is devoted to student participation and independent practice.
11. Two semester or seven months with evidence of contract renewal of paid, continuous, successful teaching experience in a class of Transitional Bilingual Education at the appropriate level may be accepted in lieu of

supervised student teaching when validated by the employing superintendent or supervising building principal.

12. Whenever certification regulations promulgated under Section 38G of Chapter 71 are being revised, certification regulations promulgated under Chapter 71A shall be reviewed for possible adaptions. The State Bilingual Advisory Council will be consulted in any such review.

13. A. Any certificate issued by the Board of Education may be revoked for cause. The Board may find cause for revocation by a majority vote at any regular or special meeting if it is found that:

1. The certificate was obtained through fraud or the misrepresentation of material fact.
2. The holder of the certificate is professionally unfit to perform the duties for which certification was granted.
3. The holder of a certificate is convicted in a court of law of seditious or subversive activity in violation of a state or federal law or of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the Board of Education the person so convicted discredits the profession or brings into disrepute the Massachusetts certificate.

B. No certificate shall be revoked unless:

1. The holder is notified by registered mail to the last address listed by the holder in the Bureau of Teacher Certification and Placement of the reasons for revocation and attached thereto a copy of this regulation. Such notification must be issued at least thirty days prior to the effective date of notification in which to request in writing a hearing before the Board of Education on the issue of revocation. If such a request for a hearing is received by the Board of Education, the Board shall set a date for such hearing not later than ninety days after the date of the original notice of revocation. The holder of a certificate may be represented by counsel at such hearing. The hearing will be private but the certificate holder may present such witnesses as may be necessary to rebut the causes alleged for revocation.
2. Within thirty days of the date of the hearing, the Board of Education shall vote on the question of revocation of the certificate. If two-thirds of the membership of the Board shall vote in the affirmative, the holder's certificate shall be revoked. The holder shall be notified of the results of the vote by registered mail to the last address known to the Bureau of Teacher Certification and Placement.

C. Notice of revocation of certification shall be sent to all Massachusetts superintendents of schools and to the certification officers of every state within ten days of the effective date of such revocation.

D. No person whose certificate has been revoked under these regulations may again be certified in Massachusetts except by two-thirds vote of membership of the Board of Education.

14. A school committee or an approved teacher preparatory institution, using criteria established by the Board of Education, may determine that an individual possesses a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability. A statement to this effect signed by a superintendent of schools or the appropriate administrator of the preparing institution and approved by the Director of the Bureau of Transitional Bilingual Education may be submitted as evidence that an individual meets this requirement.

15. Graduates of institutions accredited by the National Council for the Accreditation of Teacher Education, NCATE, upon evidence of completion of a program approved for the certification of teacher of bilingual education and recommendation of the preparing institution may be deemed to have completed a preparational program adequate for issuance of the appropriate certificate as a teacher of Transitional Bilingual Education.
16. Graduates of preparatory programs approved by the Board of Education using the guidelines for program approval embodied in the National Association of State Directors of Teacher Education and Certification, NASDTEC, publication Standards for State Approval of Teacher Education, may upon evidence of completion of a program approved for the certification of teachers of bilingual education and recommendation of the preparing institution be deemed to have completed a preparational program adequate for the issuance of the appropriate certificate for teachers of Transitional Bilingual Education.

Massachusetts also has specific regulations for certificates at the following levels/disciplines:

1. Elementary School Teachers;
2. Secondary School Teachers;
3. Special Subject Teachers;
4. Special Class Teachers (Mentally Retarded);
5. Teachers of Speech and Hearing Handicapped; and
6. Teachers of the Deaf.

Guidelines - Full-time Program of Instruction in Transitional Bilingual Education.

1. Treatment of Language Mediums

1.1 Mediums of Instruction: Dual

The first language of the child must be used as a medium of instruction to the extent necessary to develop concepts, skills, and attitudes while a child gradually acquires English language skills and gradually develops the use of the English skills as a medium of instruction.

1.1.1 At the elementary school level the first language of the child must be used as a medium of instruction in all subject areas to the extent necessary to ensure his/her progress toward the attainment of concepts, skills, and attitudes.

1.1.2 At the secondary school level the first language of the child must be used as a medium of instruction to the extent necessary to ensure progress toward the acquisition of subject matter, skills and attitudes expected of students about to take a meaningful role as productive adult citizens.

1.2 Development of the Instruction: Transfer

It is the type of instruction whose aim is to convert gradually from the use of the native language medium of instruction to the English language medium of instruction.

1.3 Direction of Instruction: English

The direction taken by the curriculum will be toward the wider use of English as a medium of instruction within the Transitional Bilingual Program.

1.4 Distribution: Different or Equal

The language used as a medium of instruction may vary according to the nature of the subject matter, and the needs and linguistic proficiency of the child.

1.4.1 Except for language arts courses in the native language and in courses in English as a second language, subject matter shall be taught in either language, according to the language proficiency of the child. The native language of the child must be visible on a continuous basis as a medium of instruction.

1.4.2 The type of curriculum pattern suitable for a given child or group of children will depend on a number of variables particularly with respect to the learner himself.

1.4.3 Decisions to teach a particular unit, topic or subject matter in one or the other language must take into consideration the nature of the subject matter, the child's learning ability and his proficiency in such languages.

1.5 Change: Gradual

The change in direction must be gradual-- meaning that the first language of the child must be used as a medium for the development of concepts, skills and attitudes while he/she gradually acquires English language skills and gradually develops the use of these English language skills for use as a medium of instruction.

1.5.1 There can be no prescription about precise percentages of time to be allocated to the use of each language as mediums; however, reasonable consideration must be given to the general ability of a child and to his/her previous language and school experience. Decisions regarding percentages of time are to be approved by the Bureau of Transitional Bilingual Education.

1.5.2 Decisions about the specific amount of time allotted to the use of each language as mediums and their respective distribution in the curriculum must be guided by the individual language and learning capacity and experience of the child of limited English-speaking ability.

2. Content to be covered

2.1 The fundamental principle to be applied in carrying out the issue of what subject matter is to be covered in the native language is that a "full-time program" shall be based on the individual needs of the learner in the context of the provisions stipulated in these guidelines.

2.2 Potentially all instruction offered in the curriculum may be given in the first language of the learner except the English as a second language component in which case the medium of instruction shall be English.

2.3 Mandated Courses and Subjects

Instruction in all those courses and subjects required by law and by the local school committee must be given in the native language to the extent necessary in order to enable the learner to progress effectively through the educational system.

2.3.1 Elementary School Level

Courses of instruction such as health and safety, social sciences including the history and culture of the United States, geography, mathematics and the natural sciences, must be given in the dominant language of the learner whenever the use of English as a medium for said purpose impedes the effective progress of the learner in the acquisition of said subject matter.

2.3.2 Secondary School level

Subject matt instruction not covered elsewhere in these guidelines shall be given through the use of the native language wherever the use of English as the sole medium for said purpose prevents the student from the efficient acquisition of said subject matter.

Elective courses such as Algebra, General Science, World History, Business Law, and Typing should make use of the native language as a medium in order to ensure equal access for students to said courses and the efficient acquisition of the subject matter.

It is strongly recommended that a program be developed for those learners who are functioning at least two grade levels below the norm at the Junior High or secondary levels.

2.4 Dominant Language, History and Culture.

Subject to the approval of the Bureau of Transitional Bilingual Education, there shall be visible evidence that the individual learner's program includes substantial instruction in the learner's native language; that is, in the reading and writing of that language and in the history and culture associated with it. This applies to programs at both the elementary and secondary schools.

2.5 English Language Instruction. History and Culture

There must be visible evidence that an individual learner's program includes substantial instruction in the aural comprehension, speaking, reading and writing of English. The medium of instruction for teaching the history and culture of the United States may be English.

2.6 Other Courses

Instruction in courses such as art, music, and physical education may be given in the native language or English language mediums. Said instruction must provide for groupings which include English dominant children.

622 Regulations, 5.00 Curricula.

5.01 The curricula of all public school systems shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, and color.

5.02 All school books, instructional and educational materials shall be reviewed for sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.

5.03 School books, instructional and educational materials purchased after the date of these regulations shall, in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive roles. (1975)

MINNESOTA

Chapter 312. American Indian Language & Culture Education Act

126.46 Declaration of Policy

The legislature finds that a more adequate education is needed for American Indian pupils in the State of Minnesota. Therefore, pursuant to the policy of the state to ensure equal educational opprotunity to every individual, it is the purpose of Laws 1977, chapter 312 to provide for the establishment of American Indian language and culture education programs.

Sec. 3 126.47 Definitions

Subdivision 1. For the purposes of sections 126.45 to 126.55, the words, phrases, and terms defined in this section shall have the meanings given to them.

Subd. 2. "American Indian child" means any child, living on or off a reservation, who is an enrolled member of a federally recognized tribe.

Subd. 3. "Advisory task force" means the state advisory task force on American Indian language and culture education programs.

Subd. 4. "Participating school" means any nonsectarian non-public, tribal or alternative school offering a curriculum reflective of American Indian culture which is funded by and participates in the programs in sections 126.45 to 126.55.

Sec. 4 126.48 American Indian Language and Culture Education Programs

Subdivision 1. Program described. American Indian language and culture education programs shall be programs in elementary and secondary schools enrolling American Indian children designed:

1. to make the curriculum more relevant to the needs, interests, and cultural heritage of American Indian pupils;
2. to provide positive reinforcement of the self-image of American Indian pupils; and
3. to develop intercultural awareness among pupils, parents, and staff.

Program components may include: instruction in American Indian language, literature, history, and culture; development of support components for staff, including inservice training and technical assistance in methods of teaching American Indian pupils; research projects, including experimentation with and evaluation of methods of relating to American Indian pupils; modification of curriculum, instructional methods, and administrative procedures to meet the needs of American Indian pupils; and establishment of cooperative liaison with nonsectarian nonpublic, community, tribal or alternative schools offering curricula which reflect American Indian culture. Districts offering programs may make contracts for the provision of program components by nonsectarian nonpublic, community, tribal or alternative schools. These programs may also be provided as components of early childhood and family education programs.

Subd. 2. Voluntary enrollment. Enrollment in American Indian language and culture education programs shall be voluntary. School districts and participating schools shall make affirmative efforts to encourage participation. They shall encourage parents to visit classes or come to school for a conference explaining the nature of the program and provide visits by school staff to parents' homes to explain the nature of the program.

Subd. 3 Enrollment of other children; shared time enrollment. To the extent it is economically feasible, a school district or participating school may make provision for the voluntary enrollment of non American Indian children in the instructional components of an American Indian language and culture education program in order that they may acquire an understanding of the cultural heritage of the American Indian children for whom that particular program is designed. However, in determining eligibility to participate in a program, priority shall be given to American Indian children. American Indian children and other children enrolled in an existing nonpublic school system may be enrolled on a shared time basis in American Indian language and culture education programs.

Subd. 4. Location of programs. American Indian language and culture education programs shall be located in facilities in which regular classes in a variety of subjects are offered on a daily basis.

Subd. 5 Assignment of students. No school district or participating school shall in providing these programs assign students to schools in a way which will have the effect of promoting segregation of students by race, sex, color, or national origin.

Subd. 6. Nonverbal courses and extracurricular activities. In predominantly nonverbal subjects, such as art, music, and physical education, American Indian children shall participate fully and on an equal basis with their contemporaries in school classes provided for these subjects. Every school district or participating school shall ensure to children enrolled in American Indian language and culture education programs and equal and meaningful opportunity to participate fully with other children in all extracurricular activities. This subdivision shall not be construed to prohibit instruction in nonverbal subjects or extracurricular activities which relate to the cultural heritage of the American Indian children, or which are otherwise necessary to accomplish the objectives described in sections 126.45 to 126.46.

Sec. 5. 126.49 Teachers; licenses; exemptions

Subdivision 1. American Indian language and culture education licenses. The board of teaching shall grant teaching licenses in American Indian language and culture education to persons who present satisfactory evidence that they:

a. Possess competence in an American Indian language or possess unique qualifications relative to or knowledge and understanding of American Indian history and culture;

b. Possess a bachelor's degree or academic degree approved by the board or meet such requirements as to course of study and training as the board may prescribe, or possess such relevant experience as the board may prescribe.

This evidence may be presented by affidavits, resolutions, or by such other methods as the board may prescribe. Individuals may present applications for licensure on their own behalf or these applications may be submitted by the superintendent or other authorized official of a school district or a nonsectarian nonpublic, tribal, or alternative school offering a curriculum reflective of American Indian culture.

Subd. 2. Persons holding general teaching licenses. A person holding a general teaching license who presents the board with satisfactory evidence of competence in an American Indian language, or knowledge and understanding of American Indian history and culture may be licensed under this section.

Subd. 3. Employment of teachers. Teachers employed in an American Indian language and culture education program pursuant to sections 126.45 to 126.55 shall not be employed to replace any presently employed teacher who otherwise would not be replaced.

Subd. 4. Teacher preparation programs. For the purpose of licensing American Indian language and culture education teachers, the board may approve programs at colleges or universities designed for their training subject to the approval of the state board of education.

Subd. 5. Persons eligible for employement; exemptions. Any person licensed under this section shall be eligible for employment by a school board or a participating school as a teacher in an American Indian language and culture education program in which the American Indian language or culture in which he is licensed is taught. A school district or participating school may prescribe only those additional qualifications for teachers licensed under this section as are approved by the board of teaching. Any school board or participating school upon request may be exempted from the licensure requirements of this section in the hiring of one or more American Indian language and culture education teachers for any school year in which compliance would, in the opinion of the commissioner of education, create a hardship in the securing of the teachers.

Subd. 6. Persons serving under exemptions; licensure; tenure. An American Indian language and culture education teacher serving under an exemption as provided in subdivision 5 shall be granted a license as soon as that teacher achieves the qualifications for it. Not more than one

year of service by an American Indian language and culture education teacher under an exemption shall be credited to the teacher for the purposes of Minnesota Statutes, Section 125.12 and not more than two years shall be credited for the purposes of section 125.17; and the one or two years shall be deemed to precede immediately and be consecutive with the year in which a teacher becomes licensed.

Subd. 7 Compensation. A teacher holding a license or exemption under this section shall be compensated according to a schedule which is at least equivalent to that applicable to teachers holding general licenses.

Subd. 8. Affirmative efforts in hiring. In hiring for all positions in these programs, school districts and participating schools shall give preference to and make affirmative efforts to seek, recruit, and employ persons who share the culture of the American Indian children who are enrolled in the program. The district or participating school shall provide procedures for the involvement of the parent advisory committees in designing the procedures for the recruitment, screening and selection of applicants, provided that nothing herein shall be construed to limit the school board's authority to hire and discharge personnel.

Sec. 6. 126.50 Teachers aides; community coordinators

In addition to employing American Indian language and culture education teachers, each district or participating school providing programs pursuant to sections 126.45 to 126.55 may employ teachers' aide. Teachers' aides shall not be employed for the purpose of supplanting American Indian language and culture education teachers.

Any district or participating school which conducts American Indian language and culture education programs pursuant to sections 126.45 to 126. 55 shall employ one or more full time or part time community coordinators if there are 100 or more students enrolled in the program. Community coordinators shall promote communication understanding, and cooperation between the schools and the community and shall visit the homes of children who are to be enrolled in an American Indian language and culture education program in order to convey information about the program.

Sec. 7. 126.51 Parent and community participation

Subdivision 1. School boards and participating schools shall provide for the maximum involvement of parents of children enrolled in American Indian language and culture education programs pursuant to sections 126.45 to 126.55. Accordingly, before implementing a program, each school district and participating school shall establish a parent advisory committee for that program. This committee shall afford parents the necessary information and the opportunity effectively to express their

views concerning all aspects of the American Indian language and culture education program and the educational needs of the American Indian children residing within the district's or school's attendance boundaries. The district or participating school shall ensure that the program is planned, operated, and evaluated with the involvement of and in consultation with parents of children eligible to be served by the program.

Subd. 2. The committees shall be composed solely of parents of children eligible to be enrolled in American Indian language and culture programs; secondary students eligible to be served; American Indian language and culture education teachers and aides; counselors; and representatives from community groups; provided, however, that a majority of each committee shall be parents of children enrolled or eligible to be enrolled in the corresponding program, and that the number of parents of American Indian and non American Indian children shall reflect approximately the proportion of children of those groups enrolled in the programs.

Subd. 3. School pricipals and other administrators or teachers within the district or participating school shall be encouraged to participate and cooperate with the parent advisory committee.

Subd. 4. If the organizational membership or the board of directors of a participating school consists solely of parents of children attending the school whose children are eligible to be enrolled in American Indian language and culture education programs, that membership or board may serve also as the parent advisory committee.

Sec. 8 126.52 State Board of Education duties

Subdivision 1. Needs assessment. The state board of education shall conduct a statewide assessment of the need for American Indian language and culture education programs,which shall include information on:

a. Numbers, ages, locations by school district, and tribal affiliation of American Indian children;

b. Concentration of American Indian children in attendance areas within school districts by tribal affiliation;

c. Placement rates of American Indian children in classes for handicapped pupils, in comparison with schoolwide and districtwide placement rates;

d. Achievement test scores, mobility rates and dropout rates of American Indian children in comparison with average achievement test scores, mobility rates and dropout rates;

e. Any other data deemed necessary to assessment of the need for American Indian language and culture education in the state. The procedures for gathering the information shall be designed to comply with provisions of state and federal law relating to privacy and student records.

Subd. 2. Resource evaluation. The state board shall study, review, and evaluate all available resources and programs which in whole or in part, are or could be directed toward meeting the educational needs of American Indian children, including information on:

a. Numbers, location, and qualifications of teachers, aides, administrators, counselors, and potential post secondary education graduates from American Indian backgrounds who have an interest in working in American Indian language and culture education programs;

b. Programs within the state designed for the preparation of American Indian language and culture education teachers;

c. The effectiveness of existing programs for American Indian children within the state;

d. Successful and innovative preservice and inservice programs for staffs of American Indian language and culture education programs; and

e. Tests, criteria, identification instruments and procedures for identifying, testing, assessing and classifying American Indian children

Subd. 3. Program models. The state board shall gather information about the theory and practice of American Indian language and culture education and design program models appropriate for meeting the need for American Indian language and culture education in conjunction with the basic educational program in the state.

Subd. 4. Evaluation of pilot programs. The state board shall provide for comprehensive evaluation of pilot programs funded under section 126.45 to 126.55. The state board may also provide for the comprehensive evaluation of existing educational programs offered by nonsectarian nonpublic, community, tribal, or alternative schools, provided that that school consents to the evaluation of its existing programs. The evaluation shall include assessment of pupil achievement, processess and results of establishing quality programs and attitudes of people involved in and affected by programs.

Subd. 5. Community Involvment. The state board shall provide for the maximum involvement of the state advisory task force on American Indian language and culture education, parents of American Indian children, secondary students eligible to be served, American Indian language and culture education teachers, teachers' aides, representatives of community groups, and persons knowledgeable in the field of American

Indian language and culture education, in the formulation of policy and procedures relating to the administration of sections 126.45 to 126.55. The needs assessments and resource evaluation provided for in subdivisions 1 and 2 of this section shall be undertaken on Indian reservations only in connection with, or with the permission of,the respective tribal governments.

Subd. 6. Consultation. The state board will consult with and make recommendations to other public departments and agencies in connection with the administration of sections 126.45 to 126.55.

Subd. 7. Teacher licensure. The state board shall provide to the board of teaching a report on its research and experience in American Indian language and culture education insofar as such research may have a bearing on the establishment of teacher licensure requirements by the board of teaching. The board of teaching shall submit its proposals to the state board for approval pursuant to the procedures in section 125.185, subdivision 4.

Subd. 8. Technical Assistance. The state board shall provide technical assistance to school districts, participating schools and post secondary institutions for preservice and inservice training for American Indian language and culture education teachers and teachers aides, teaching methods, curriculum development, testing and testing mechanisms, and the development of materials for American Indian language and culture education programs.

subd. 9. Application for funds. The state board shall apply for grants or funds which are, or may become, available under federal programs for American Indian language and culture education, including funds for administration, demonstration projects, training, technical assistance, planning and evaluation.

Subd. 10. Report. The state board shall make a report to the legislature, the governor and the public on or before September 1, 1979. This report shall include the results of the needs assessment, including an evaluation of the pilot programs, and recommendations for legislation in the area of American Indian language and culture education.

Subd. 11. Rules and regulations. The state board, upon the receipt of recommendations by the advisory task force, may promulgate rules providing for standards and procedures appropriate for the implementation of and within the limitations of sections 126.45 to 126.55.

Sec. 9. 126.53 Advisory task force on American Indian language and culture education programs

Subdivision 1. Establishment. The state board of education shall appoint an advisory task force on American Indian language and culture

education programs. Members shall include: representatives of community groups, parents of children eligible to be served by the programs, American Indian administrators and teachers, persons experienced in the training of teachers for American Indian language and culture education programs, persons involved in programs for American Indian children in nonsectarian nonpublic, community, tribal or alternative schools, and persons knowledgeable in the field of American Indian language and culture education. Members shall be appointed so as to be representative of significant segments of the population of American Indians.

Subd. 2. Duties. The advisory task force on American Indian language and culture education programs shall be charged with the following duties:

(a) To make recommendations to the state board concerning approval, modification, or disapproval of proposals for pilot programs and the amount of grants to approved programs; and

(b) To advise the state board in the administration of its duties under sections 126.45 to 126.55.

Subd. 3. The advisory task force shall expire and the terms, compensation and removal of members shall be as provided for in Minnesota Statutes, Section 15.059, Subdivision 6.

Sec. 10. 126.54 Pilot programs.

Subdivision 1. Grants; procedures. For fiscal years 1978 and 1979, as part of the needs assessment effort, the state board of education shall make grants to no fewer than six school year pilot American Indian language and culture education programs. At least three pilot programs shall be in urban areas and at least three shall be on or near reservations. The board of a local district, a participating school or a group of boards may develop a proposal for grants in support of pilot American Indian language and culture education programs. Proposals may provide for contracts for the provision of program components by nonsectarian nonpublic, community, tribal or alternative schools. The state board shall prescribe the form and manner of application for grants and no grant shall be made for a proposal not complying with the requirements of sections 126.45 to 126.55. Every program proposal shall be submitted to the state board not less than six months before the planned commencement of the program. The state board shall submit all proposals to the state advisory task force on American Indian language and culture education programs for its recommendations concerning approval, modification, or disapproval and the amounts of grant to approved programs.

Subd. 2. Plans. Each school district or participating school submitting a proposal under subdivision 1 shall develop and submit with the proposal a plan which shall:

(a) Identify the measures to be used to meet the requirements of sections 126.45 to 126.55;

(b) Identify the activities, methods and programs to meet the identified educational needs of the children to be enrolled in the program;

(c) Describe how district goals and objectives as well as the objectives of sections 126.45 to 126.55 are to be achieved;

(d) Demonstrate that required and elective courses as structured do not have a discriminatory effect within the meaning of section 126.48, subdivision 5;

(e) Describe how each school program will be organized, staffed, coordinated, and monitored; and

(f) Project expenditures for programs under sections 126.45 to 126.55.

Subd. 3. Additional requirements. Each school district receiving a grant under this section shall each year conduct a count of American Indian children in the schools of the district; test for achievement; identify the extent of other educational needs of the children to be enrolled in the American Indian language and culture education program; and classify the American Indian children by grade, level of education attainment, age and achievement. This count may be part of the school census required pursuant to section 120.095. Participating schools shall maintain records concerning the needs and achievements of American Indian children served.

Subd. 4. Nondiscrimination; testing. In accordance with recognized professional standards, all testing and evaluation materials and procedures utilized for the identification, testing, assessment and classification of American Indian children shall be selected and administered so as not to be racially or culturally discriminatory and shall be valid for the purpose of identifying, testing, assessing, and classifying American Indian children.

Subd. 5. Records. Participating schools and school districts shall keep records and afford access to them as the commissioner finds necessary to ensure that American Indian language and culture education programs are implemented in conforming with sections 126.45 to 126.55. Each school district or participating school shall keep an accurate, detailed, and separate account of all money received and paid out by it for pilot American Indian language and culture education programs funded under this section.

Subd. 6. Funds from other sources. A school district or participating school providing American Indain language and culture education programs shall be eligible to receive funds for these programs from other government agencies and from private sources when the funds are available.

Sub. 7. Nothing in sections 126.45 to 126.55 shall be construed as prohibiting a district or school from implementing an American Indian language and culture education program which is not in compliance with sections 126.45 to 126.55 if the proposal and plan for that program is not funded pursuant to this section.

Sec. 11. 126.55 Other statutes.

Nothing in the provisions of sections 126.45 to 126.55 shall be construed to violate the provisions of Minnesota Statutes, Section 127.08 or Chapter 363. Programs and activities pursuant to sections 126.45 to 126.55 shall be deemed to be positive action programs to combat discrimination.

Sec. 12. Minnesota Statutes 1976, Section 120.095, is amended by adding a subdivision to read:

Subd. 7. The school census shall include an enumeration of American Indian children resident within the district. In making this census the school board shall seek the assistance and cooperation of agencies, organizations or community groups, public or private, which might have information about American Indian children residing in the school district.

Sec. 13. Appropriation. There is appropriated to the state board of education from the general fund the sum of $600,000 for the biennium ending June 30, 1979, to be expended for grants to pilot American Indian language and culture education programs pursuant to sections 1 to 11 of this act. (1977)

Chapter 27: EDU 521 Human Relations Components in All Programs Leading to Certification in Education

(a) All applicants for certificates in education to be issued or renewed either on or after July 1, 1973 shall have completed a training program containing human relations components. Such components shall have been approved by the state board of education.

(b) Human relation components of programs which lead to certification in education will be approved upon submission of evidence:

(1) Showing that the human relations components have been developed with participation of members of various racial, cultural, and economic groups.

(2) Showing that the human relations components are planned to develop the ability of applicants to:

(aa) Understand the contributions and life styles of the various racial, cultural, and economic groups in our society; and

(bb) Recognize and deal with dehumanizing biases, discrimination, and prejudices, and

(cc) Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations, and

(dd) Respect human diversity and personal rights.

(3) Relating all of the areas enumerated in Edu 521(b)(2) to specific competencies to be developed, and

(4) Indicating means for assessment of competencies. (1971)

Guidelines Relating to Quality Intercultural and Non-Sex-Biased Education

The State Board of Education recognizes its duty to assist and encourage the provision of intercultural and non sex-biased education is not present in all the public schools in Minnesota. Our country bases its education largely on the culture, tradition and values inherited from Western Europe. It has not fully incorporated the contributions of other groups of people who make up the many societies we call America, nor has it fully incorporated the contributions women have made to society. Minority group and female students must be offered the opportunity to know their heritage and contributions and appreciate their uniqueness through intercultural and non sex-biased education. Similarly, all students, as well as learning about other people and other races through intercultural and non sex-biased education. With the mobility of students, it is particularly pertinent at this time that the schools prepare students to live and function in a pluralistic society free of race and sex bias. To this end, the State Board of Education urges school districts to initiate new programs and to reconstruct established curriculum whenever necessary to meet these needs.

The State Board of Education recognizes its duty to aid in the provision of intercultural and non sex-biased education in Minnesota public schools and therefore adopts these guidelines, the purpose of which is to provide guidance and assistance to each school district in the development and implementation of intercultural and non sex-biased education programs.

The guidelines which follow are designed to implement the policy statement on the Educational Leadership Role for Department of Education and Board of Education in Providing Equal Educational Opportunity, November 9, 1970. Although provisions contained in Sections 1 through 8 are not rules or regulations, they do constitute a procedure for voluntary cooperation among the State Board of Education, local school district and members of the community in providing intercultural and non sex-biased education for all children. This Board urges cooperation of all school boards in the state in the implementation of these guidelines by following the procedures and standards set forth herein.

MINNESOTA

Section 1. Definitions. The following words and phrases shall have these meanings ascribed to them:

a. The term "minority group students" is defined as students who are Black-American, American-Indian, Spanish surnamed American, Oriental-American. The term "Spanish surnamed American" includes persons of Mexican, Puerto Rican, Cuban, or Spanish origin or ancestry.

b. "Intercultural and non sex-biased education" is defined as that educational process in a school district, or schools therein, from early childhood through adult education, by which all individuals gain knowledge, respect and appreciation for the language patterns, history, heritage, culture, values and contributions to society of minority groups and women, with special emphasis on Black-Americans Spanish surnamed Americans, American-Indians, Oriental-Americans and women, so as to enable all individuals to live better in a pluralistic society.

c. "Intercultural and non sex-biased education plan" is defined as a written plan which includes the local goals of the intercultural and non sex-biased education program, the rationale, the identified needs, the program narrative, objectives and procedures for achieving objectives, the operating plan with activities and timetable to attain objectives, the methods and materials to be used or being used and evaluation methods and procedures. (See model in Handbook to Assist Local Boards of Education. School Administrators, Intercultural Education Advisory Committees in the Development of Quality Intercultural Education).

d. A "feminist" is an advocate or supporter of the theory that women should have political, economic and social rights equal to those of men.

Section 2. Duties of the Local Board

a. The State Board of Education requests that each local board of education adopt an intercultural and non sex-biased education plan and proceed to implement it. Paramount to the success of such a plan is the appointment of an advisory committee.

Section 3. Establishment of Advisory Committee

a. Such a committee should include at least one representative from each minority group and one feminist, if one or more such groups reside within the district, the remainder of the committee to be selected from the majority community and students attending the public schools in the district. If the school district has no minority group or feminist, then the committee should consist of representatives of the majority community but should be advised by representatives of minority group(s) and feminists in the development of the program.

Section 4. Duties of the Advisory Committee

Ideally, an advisory committee should counsel the local board of education, administration and staff on a continuing basis in the development, implementation and evaluation of the intercultural and non sex-biased program. The advisory committee should report at least quarterly to the local board of education their work in review, study, planning, methods of implementation and evaluation in the areas of intercultural and non sex-biased education, to include, but not be limited to, the following areas:

a. Curriculum materials (kindergarten through adult education)
b. Human relations program
c. In-service training for teachers and administrators
d. Direct student experiences (study, work, extracurricular)
e. Individual study units
f. Recruitment of minority staff personnel
g. Cultural and contribution resource center
h. Recruitment of feminist staff personnel
i. Use of community resources
j. Audio-visual aids

Section 5. Submission of Data, Plans and Programs

The State Board of Education requests local school boards to submit on October 1 of each year after 1973, a report to the Commissioner indicating progress in adopting and implementing intercultural and non sex-biased education plans.

Section 6. Contents of Plan

A successful plan should deal with local goals of the intercultural and non sex-biased education program and should give attention to the items listed and set forth in the handbook noted above. A reasonable period for implementing an intercultural and non sex-biased education program is two years.

Section 7. Cultural and Contribution Center for Minority Groups and Women

The State Board of Education further recommends that school districts establish cultural and contribution centers to serve the following functions:

a. To be a depository for the collection and cataloging of materials appropriate to the development of intercultural and non sex-biased education programs.

b. To collect and establish community resources to provide enrichment and knowledge of the various cultures and the history and contributions of women. This phase of the program will include a listing of people who, because of their skills or knowledge regarding cultural backgrounds, and/or expertise in the area of feminism, can be used in the school curriculum or in the adult education program.

c. To provide materials and resources of the center to various civic organizations and governmental units for educational purposes.

d. To establish exchange programs with other local, state, and national centers, including private and governmental museums already established.

e. To develop community programs for students, parents and community.

Section 8. Failure to Comply.

If a local board of education fails to conform to these guidelines in any significant respect, the Commissioner shall notify such local board and the State Board of Education, accompanying his report to the State Board with his recommendations.

MONTANA

Constitution. Article X. Education and Public Lands.

Section 1. Edcuational Goals and Duties

(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.(1974)

Revised Codes of Montana, 1947. American Indian Studies.

75-6129. Policy to recognize heritage of American Indians. It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of the American Indians and to be committed in its educational goals to the preservation of their cultural heritage. It is the intent of this act, predicated on the belief that school personnel should relate effectively with Indian students and parents, to provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

75-66130. Definitions. (1) As used in this act, "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs ethics and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.

(2) As used in this act, "instruction" means

a. a formal course of study offered by a unit of higher education developed with the advice and assistance of Indian people.

b. in-service training developed by the superintendent of public instruction in cooperation with educators of Indian descent and made available to school districts; or

c. in-service training provided by a local board of trustees, which is developed and conducted in cooperation with local Indian people.

75-6131. Teachers of Indian children to be qualified in Indian studies--trustees and noncertified personnel. (1) By July 1, 1979, all boards of trustees for elementary and secondary public school districts on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian education programs, shall employ only those certified personnel who have satisfied the requirements for instruction of American Indian studies as defined in section 2 (75-6130) of this act.

(2) Members of boards of trustees and all noncertified personnel in public school districts on or in the vicinity of Indian reservations are encouraged to satisfy the requirements for instruction in American Indian studies as defined in section 2 (75-6130) of this act.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

That the Board of Public Education and the Board of Regents of Higher Education are directed to devise, in consultation with Indian people, a specific comprehensive plan for a statewide program that will:

(1) provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of American Indians as seen by Indians,

(2) provide inservice training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies,

(3) provide means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution.

(4) provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians,

(5) provide a means by which qualifications for teacher certification may include, within ten (10) years, adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students, and

(6) provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

Such plans shall consider, as is appropriate to the authority of each board, measures in teacher training curriculum, teacher certification, continuing education for teachers, and such other measures as will further the policies of the constitution and this resolution. The boards may submit a joint plan. (1974).

Guidelines.

Consistent with Article X of the Constitution of Montana, House Bill 343 (Section 75-6129 to 75-6132, R.C.M., 1947), and House Joint Resolution 60 (1974), the Native American perspective should be emphasized in applicable course offerings of the Montana University System and programs of study in the state's public schools. Formal schooling for Montana's Native Americans should become more relevant to their aspirations, values, customs and historical perspectives with particular emphasis on language, history, religion, as well as to their social, political and recreational pursuits. Another major objective of the Indian Culture Master Plan is to provide a forum for the presentation of "true accurate and undistorted information about Native Americans and Montana Indian Culture" in the state's higher education institutions and public schools. The third objective is to enable non-Indians to better understand Native Americans through the development of an awareness and appreciation of their unique cultural contributions.

To facilitate this perspective and provide a forum for cultural awareness, there are several prerequisites:

1. teachers knowledgeable about Montana Indians and Indian cultures;
2. teachers who are able to demonstrate their sensitivities and concerns for Montana Indian people to students through educational programs;
3. the development of programs of study and course offerings that include Indian History, traditions, customs, values, beliefs, ethnic and contemporary affairs as seen from tribal perspective; and
4. the participation and assistance of Native American people.

75-6132. Other schools encouraged to comply with requirements on Indian studies. Boards of trustees for all public school districts other than those defined in section 3 (75-6131) above and governing authorities for all non-public schools in Montana are encouraged to comply with the provisions and intent of this act. (1973)

Senate Joint Resolution No. 17.

WHEREAS, the constitution of the state of Montana declares that the state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity, and

WHEREAS, in 1969 the special senate subcommittee on Indian education of the congress reported that achievement levels of Indian children are two (2) to three (3) years below those white students, and

WHEREAS, the special senate subcommittee also reported that the dropout rates of Indian students are approximately twice the national average for dropouts from all public schools.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

That the legislative assembly of the state of Montana encourages the public schools of the state to include in their curricula courses on Indian history, culture and contemporary affairs, as recommended by a representative committee of Indian people, and

BE IT FURTHER RESOLVED, that the legislative assembly encourages Montana teacher training institutions to provide programs specifically designed to prepare teachers to teach Indian culture, and

BE IT FURTHER RESOLVED, that the legislative assembly encourages the superintendent of public instruction to coordinate activities to assist the public schools and training institutions in developing curricula and educational programs designed to preserve the cultural integrity of the American Indians, and

BE IT FURTHER RESOLVED, that a copy of this joint resolution be sent by the secretary of state to the superintendent of public instruction for transmission to the public schools and training institutions of the state.

House Joint Resolution No. 60.

WHEREAS, the 1972 Montana constitution commits the educational policy of the state to the preservation of the cultural integrity of the American Indians; and

WHEREAS, the American Indian has been fundamental in the formation, flavor, and history of the state of Montana, and

WHEREAS, the American Indian in Montana is the product of a unique psychological history which is understood only by people who have either experienced or studied history from the viewpoint of the American Indian, and

WHEREAS, the problems of American Indians are compounded by a general lack of understanding of the unique background of Indian students and their families, and

WHEREAS, both the teaching force in Montana and their student population are at present substantially undereducated in the history, values and culture of American Indians as seen by Indians, and

WHEREAS, the history of Montana and the current problems of the state cannot be adequately understood apart from an understanding of the history, problems and contributions of the American Indian.

With regard to the first and second prerequisites, the ideal may be to have Native Americans conduct all courses in Native American studies. At the present time, the number of teachers of Indian heritage currently employed in our institutions and schools, and the number of available applicants, is limited and such an ideal is not possible to achieve. It should also be recognized that many non-Indians are knowledgeable and committed to the goals of Native Americans. At the same time, Native American faculty members and teachers should not be required, either overtly or implicitly, to undertake responsibilities which are not compatible with their personal and professional goals. It is, however, a long-range goal to increase the number of Native American faculty in the state's university and public school system.

Montana University System

At the university level, it is recommended that at each teacher-training institution a Native American Studies director be appointed or that a person be assigned specific responsibility for this area. The NAS director, in cooperation with the Dean of Education and various departments, should develop an interdisciplinary program courses which present various aspects of Indian culture from Indian perspective.

It is further recommended that six quarter credit hours be established as the mimimum requirement for teacher candidates in the Montana University System to satisfy the intent of relevant legislation. The NAS director and the Dean of Education should designate those courses which can be used to fulfill this requirement.

Several administrative details that should be considered are the course numbering, preferential enrollment of education majors and notification on transcripts of completion of the requirement. If enrollment in any course is too high, education majors should be given a priority. It may be advisable for courses which become part of this interdisciplinary program to carry dual numbers, one that of the department and one a Native American Studies number. If a dual numbering system is not implemented, other provision for indicating completion should be made.

The development of the interdisciplinary program should insure that at least one course meeting the requirement for teacher candidates will be offered every quarter. Whenever possible, courses should also be available for graduate credit. In addition, field work should be incorporated in the courses at every opportunity. The Native American Studies director should also serve as a liaison between the Indian community and faculty offering courses in order to convey information about Indian evaluation of films, books, and other resource material.

The NAS director, or person assigned responsibility for Native American programs, should develop a list of prospective consultants with their backgrounds and proficiencies who would be available to faculty offering courses in Native American studies. The consultants should be reimbursed by funds allocated to the NAS program for that purpose. Consultants should be selected on the basis of expertise rather than academic background, thus providing an opportunity for knowledgeable Native Americans to serve as resource people and to add a necessary dimension to course offerings.

The Native American Studies director and the Dean of Education should cooperatively establish guidelines for all persons involved in Native American studies. While it may be advisable for non-Indian faculty to have formal background in Indian culture, such a requirement would severely limit the capability of the state's institutions to develop a strong interdisciplinary program of courses which emphasize Native American perspective at the present time. Nevertheless, we are confident that the integrity of any program in Native American studies will be maintained by a concerned and responsible

faculty. It is suggested that each campus institute an Indian Education Committee to evaluate courses upon request of the faculty, to consider complaints and suggestions and to focus discussion and make recommendations concerning such courses. All faculty offering courses which comprise an interdisciplinary program in Native American studies should be aware of the necessity to seek involvement of the Indian people as emphasized in HB 343, and HJR 60 and that such courses should seek to present Indian culture from a tribal or Native American perspective.

The Commissioner of Higher Education will work in cooperation with campus representatives to coordinate implementation of the Indian Culture Master Plan. His staff will maintain close communication with the Inter-Unit Committee on Native American Studies to insure orderly and timely development of the provisions of the Plan.

Public Schools

With respect to the public schools, the State Superintendent, in conjunction with school districts, will develop standards of competency and qualifications for persons participating in Native American studies programs in public school inservice training programs.

In establishing qualifications, specific criteria should be developed. Again, academic requirements should not be a major factor since such requirements may exclude Native Americans who may lack academic background but who may be most competent to make presentations related to Native American studies. The teachers of courses should have knowledge of Native American studies and an appreciation of Indian culture as well as rapport with those enrolled in training. This effort should be compatible with that of teacher training institutions whenever possible and thus would require close communication and cooperation between the staff of the Superintendent of Public Instruction and that of the Commissioner of Higher Education. (See Appendix VI)

Insofar as the state's public schools are concerned, HB 343, and HJR 60 clearly describe the principles and elements that should be incorporated in teacher courses of study or inservice training related to Native American studies and the Indian culture. Therefore, these principles and elements will be followed by the State Superintendent, local boards of trustees, school district officials and teacher when preparing inservice training programs. Every effort will be made by the State Superintendent to disseminate germane information to the state's school district officials and teachers to apprise them of their responsibilities and obligations concerning the legislation and the Indian Culture Master Plan.

The State Superintendent's office currently has the resources to develop and disseminate guidelines for the use of school officials in developing programs of study on Indian culture. Many of the elements of present programs, i.e., Johnson-O'Malley Act, administered by the Superintendent will be incorporated in the guidelines. These elements would include, but are not limited to, Indian parental involvement in the development of programs of study; the use of appropriate Indian ceremonies and cultural events; preference for bilingual or biculturally trained teachers in schools with concentrations of enrolled Indian students; the use of tribal representatives and other culturally knowledgeable people; the utilization of Indian books, films, artifacts, and other Indian culture resource materials for instructional purposes; and the use of Indian parents and teachers and parent-teacher committees in the evaluation of Native American programs of study.

Utilization of Indian Organizations and Committees.

Existing organizations and committees (e.g., local Indian Education Committees, Tribal Councils, Montana Intertribal Policy Board, Governor's Task Force on Indian Affairs, Commissioner's Inter-Unit Advisory Committee on Native American Studies) will be utilized by the Superintendent of Public Instruction and the Commissioner of Higher Education in advisory and review capacities for matters relating to Native American studies and cultural awareness. The participation of these organizations will be especially helpful in providing effective coordination between the Indian communities and the respective state agencies for the implementation of Native American Studies programs.

It has been recommended that a Master Plan Review Committee be appointed under authority assigned to the Board of Public Edcuation and the Board of Regents to have several administrative responsibilities. This proposal, however, is not feasible. Under Section 82A-110 R.C.M., the boards have the authority to create only advisory councils. To appoint a committee with authority to conduct various activities and exercise certain responsibilities, as suggested, would be both duplicative of other agencies' responsibilities and, in all probability, illegal. Such duplication of committees and responsibiliteis is not considered to be in the best interest of those whose task will be to implement the Indian Culture Master Plan.

NEBRASKA

Accreditation Regualtions. The Instructional Program.

11-(7) Purposes and goals.

The instructional program of the school system shall be based on a written statement of purposes and/or goals developed at the local level and approved by the local Board of Education or governing body. This document shall be on file in each school building and each professional staff member shall have a copy. (14-(7) and (29))

11-(8) Board Policies.

The local Board of Education or governing body shall have and shall annually up-date a written set of policies based upon the statement of purposes and/or goals. This document shall be on file in each school building. (14-(8) and (30))

a. The local board of education or govenring body shall have a policy for implementation of multi-cultural education which covers the areas of curriculum, instruction, in-service education, and counseling and guidance.

NEVADA

Teacher Certification Requirements.

1. The Elementary Teacher Endorsements Require Completion of the the following:

   a. A bachelor's degree
   b. Thirty semester hours course work in elementary professional education which includes the following:
      (1) Supervised teaching --six semester hours
      (2) Teaching methods--eight semester hours in methods of teaching the basic subjects, not including the teaching of reading
      (3) Reading (to include the teaching of reading, skills of reading and phonics skills)--six semester hours
      (4) Multi-cultural education--three semester hours (effective 9/1/75)

2. The Secondary Teacher Endorsements Require a bachelor's degree and completion of the following:

   a. A teaching field major
   b. Completion of 22 semester hours course work in secondary professional education which includes the following:
      (1) Supervised teaching and/or teaching internship-- six semester hours
      (2) Methods and materials of teaching in a field of specialization
      (3) Multi-cultural education -- three semester hours (effective 9/1/75)

3. The Art Teacher Endorsements require a bachelor's degree and completion of the following:

   a. Art specialization--36 semester hours credit, or the equivalent, distributed among the following areas, relating to the elementary or secondary fields: Philosophy, principles, methods, and a study of the curriculum in fine arts; art history and appreciation; drawing, composition and applied arts; painting and sculpture; graphic arts; crafts
   b. Professional education: 18 semester hours credit, or the equivalent distributed to include course work in each of the following areas:
      (1) Foundations of education
      (2) Methods of teaching art in the elementary or secondary schools
      (3) Supervised teaching--six semester hours
      (4) Multi-cultural education -- three semester hours (effective 9/1/75)

4. The Industrial Arts Teacher Endorsements require a bachelor's degree and completion of the following:

   a. A minimum of 36 semester hours course work leading to technical competencies in the following divisions of industrial art subject matter;
      (1) Drafting
      (2) Electricity, electronics

(3) Graphic arts
(4) Power and transportation
(5) Manufacturing and construction--at least two of the following: Ceramics, crafts, metals, plastics, textiles, woods

b. Professional preparation--20 semester hours:
(1) Historical development of technology
(2) Principles, methods, and materials in industrial arts teaching
(3) Supervised teaching--six semester hours
(4) Foundations of education
(5) Multi-cultural education--three semester hours (effective 9/1/75)

5. The Music Teacher Endorsements require a bachelor's degree and completion of the following:
a. Music specialization--36 semester hours, or the equivalent, distributed among the following areas: Music reading and dictation, music history and music literature, music theory, applied music with specialization in vocal or instrumental music, or both
b. Professional education--18 semester hours, or the equivalent, with course work in each of the following areas:
(1) Foundations of education
(2) Methods of teaching music in the elementary or secondary schools
(3) Supervised teaching--six semester hours
(4) Multi-cultural education--three semester hours (effective 9/1/75)

6. The Professional Reading Teacher Endorsement requires a master's degree with a major emphasis on reading, or a bachelor's degree and 32 semester hours preparation distributed to include course work in each of the following areas:
a. A minimum of 12 semester hours graduate course work distributed to include each of the following areas:
(1) Foundations or survey of reading
(2) Diagnosis and correction of reading disabilities
(3) Clinical or laboratory practicum in reading
(4) Multi-cultural education--three semester hours (effective 9/1/75)
b. A minimum of 20 semester hours, graduate or undergraduate level, selected from the following areas:
(1) Measurements and evaluation
(2) Child or adolescent psychology
(3) Personality and/or mental hygiene
(4) Literature for children or adolescents
(5) Organization and supervision of reading programs
(6) Linguistics
(7) Curriculum
(8) Counseling and related pupil personnel services
(9) Speech and hearing
(10) Psychology of the exceptional child

7. The Endorsement for Teaching of the Speech Handicapped requires completion of a program for teaching the speech handicapped consisting of no fewer than 30 semester hours course work distributed to include preparation in each of the following areas or their equivalent:
a. A minimum of six semester credits in student teaching with the speech handicapped
b. Audiology, auditory training
c. Speech correction methods
d. Speech pathology
e. Speech and/or voice science

f. Phonics
g. Survey of exceptional children
h. Related area in behavioral science
i. Multi-cultural education--three semester credits (effective 9/1/75)

8. The School Administrator Endorsements require sixteen semester hours graduate course work in school administration distributed to include at least five of the following fields (starred fields required):
*a. Public school administration and organization
*b. Supervision of instruction
c. Curriculum development and evaluation
d. Statistical methods in education
e. School finance
f. School facilities planning and maintenance
*g. Staff development and personnel relations
*h. Multi-cultural education (effective 9/1/75)

NEW HAMPSHIRE

Chapter 432. Providing Opportunity in Public Education without Discrimination.

432:1 Prohibit Discrimination in Public Education. Amend RSA 186:11 by inserting after paragraph XXXII the following new paragraph:

XXXIII: Discrimination. Insure that there shall be no unlawful discrimination in any public school against any person on the basis of sex, race, color, creed, marital status or national origin in educational programs, and that there shall be no denial to any person on the basis of sex, race, color, marital status or national origin of the benefits of educational programs or activities. (1977)

Chapter 110. Bilingual Education.

110:1 Bilingual Education. Amend RSA 189:19 (supp) as amended by striking out said section and inserting in place thereof the following:

189:19 English Required. In the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration. Educational programs in the field of bilingual education shall be permitted under the provisions of this section with the approval of the state board of education and the local school district. (1977)

NEW JERSEY

Chapter 197, Laws of 1974. Bilingual Education

1. The Legislature finds that there are large numbers of children in the State who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The Legislature believes that a program of bilingual education can meet the needs of those children and facilitate their integration into the regular public school curriculum. Therefore, pursuant to the policy of the State to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this act to provide for the establishment of bilingual programs in the public schools.

2. As used in this act, the following words and phrases shall have the following meaning:

"Children of limited English-speaking ability" means those children whose primary language is other than English and who have difficulty performing ordinary classwork in English.

"Programs in bilingual education" means a full-time program of instruction (1) in all those courses or subjects which a child is required by law, rule or regulation to receive given in the native language of the children of limited English-speaking ability enrolled in the program and also in English (2) in the aural comprehension, speaking, reading, and writing of the native language of the children of limited English-speaking ability enrolled in the program and in aural comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory of geographic area which is the native land of the parents of children of limited English-speaking ability enrolled in the program and in the history and culture of the United States.

3. Each school district shall identify and ascertain, according to rules prescribed by the Commissioner of Education with the approval of the State Board, the children attending the schools of the district who are of limited English-speaking ability and, also, those not in attendance but resident within the district, and shall classify them according to the language of which such children possess a primary speaking ability.

4. When, at the beginning of any school year, there are within the schools of the district 20 or more pupils of limited English-speaking ability in any one language classification, the board of education shall eatablish, for each such classification, a program in bilingual education for all the pupils therein; provided, however, that a board of education may establish a program in bilingual education for any language classification with less than 20 children therein.

5. Every pupil participating in a program pursuant to this act shall be entitled to continue such participation for a period of 3 years.

6. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not limited to art, music, and physical education, pupils of limited English-speaking ability shall participate fully with English-speaking pupils in the regular classes provided for such subjects. Each board shall insure to each pupil enrolled in a program in bilingual education a practical and meaningful opportunity to participate fully in all programs and activities available in the school district. Programs in bilingual education shall be located in the regular public schools of the district rather than in separate facilities. Bilingual education programs may include children of English-speaking ability.

7. A school district may join with any other school district or districts, according to rules prescribed by Commissioner of Education with the approval of the State board, to provide programs pursuant to this act.

8. Each school district shall notify by mail the parents of the pupils of limited English-speaking ability of the fact that their child has been enrolled in a program of bilingual education. Such notice shall be in writing and in the language of which the child of the parents so notified possesses a primary speaking ability, and in English.

The board shall provide for the maximum practicable involvement of parents of childrn of limited English-speaking ability in the development and review of program objectives and dissemination of information to and from the local school districts and communities served by the bilingual education program within existing State law.

9. The Commissioner of Education and the Chancellor of Higher Education shall, with the approval of their respective boards promulgate rules and regulation, establish procedures, employ personnel, and take all other necessary steps to insure the implementation of the provisions of this act.

10. The State Board of Education and the State Board of Higher Education shall jointly establish a State Advisory Committee on Bilingual Education to assist the Department of Education and Department of Higher Education in the formulation of policies and procedures relating to this act. The State Advisory Committee on Bilingual Education shall include representatives of the language communities served, institutions of higher education, local school boards, school administrators, teachers and laymen knowledgeable in the field of bilingual education.

11. The Board of Higher Education with the advice of the State Advisory Committee on Bilingual Education shall provide financial support to institutions of higher education for career development programs and the training of professionals serving bilingual populations with emphasis on effective utilization of existing facilities.

12. The State board and the State Board of Higher Education shall develop resources, programs, curriculum and instructional materials and undertake such other activities as will enable boards of education to provide programs pursuant to this act; the boards shall, where appropriate, jointly or cooperatively undertake such activities. (1975)

Administrative Code, Title 6, Chapter 31. Bilingual Education

6:31-1-1 DEFINITION

The following words and terms when used in this chapter, shall have the following meaning, unless the context clearly indicates otherwise.

(a) "Bilingual/Bicultural education program" means a process which uses a child's native language and culture as the principal source of instruction in all those courses or subjects which a child is required by law, rule or regulation to receive while at the same time systematically and sequentially teaching him English as a second language and the history and culture of the United States.

(b) "Bilingual class" means a class for children of limited English speaking ability. Children are initially taught in their dominant language. The second language is gradually introduced and included as one of the languages of instruction.

(c) "Certified bilingual teacher" means a person holding a valid New Jersey teacher's certificate in bilingual education, pursuant to NJSA 18A:6-34 et seq. and NJSA 18A:35-15 to 26.

(d) "Children of limited English speaking ability" means children who come from environments where the native language is other than English and who have difficulty speaking and understanding instruction in the English language due to the language problem.

(e) "Dominance" means the area of language proficiency. Example: an English speaking person with limited ability in Spanish is English dominant.

(f) "Dominant language" with respect to the child means the language most relied upon for communication as determined by a test of language dominance.

(g) "ESL teacher" means a person holding a valid New Jersey teacher's certificate in English as a Second Language, pursuant to NJSA 18A:6-34 et seq. and JNSA 18A: 35-15 to 26.

(h) "Learning Centers" means activities which introduce or reinforce a definite concept or skill. The centers are located within a classroom and are designed to serve students of limited English

speaking ability. Instruction for students of limited English speaking ability would be provided in their dominant language and in English as a second language, instruction for English speaking students would be in English and a second language, that language being the dominant language of the students of limited English speaking ability. The Centers may be designed bilingually or monolingually. As students gain proficiency they move from one center to another depending on individual needs. Regrouping occurs throughout the day's activities.

(i) "Native Language" means the first language learned by a child, usually the language commonly used in the home.

(j) "Partner classrooms" means two classes at the same grade level, one class of students of limited English speaking ability, other class (partner classroom) of English dominant students. Both necessitate a high level of verbalization.

(k) "Pure bilingual class" means a class which includes an equal number of students from two different language classifications, one of which must be English. Both groups are given instruction in their dominant language and second language as well as in the history and cultural of both linguistic groups.

(l) "Special educational needs" means the particular educational requirements of children of limited English speaking ability, the fulfillment of which will provide them with equal educational opportunity.

(m) "Team teaching approach" means 1 class taught by a team of 2 teachers a certified English as a second language teacher and a certified bilingual/bicultural teacher.

(n) The "Act" refers to Chapter 197,PL,1974 (N.J.S.A. 18A: 35-15 to 26).

(o) "Ungraded bilingual class" means a group of pupils of limited English speaking ability with the same dominant language but of different age groups or educational levels.

6:31-1.2 IDENTIFICATION OF ELIGIBLE PARTICIPANTS

(a) For compliance with the Act during the 1975-76 school year, all public school districts in New Jersey are required to use an examination in oral comprehension, speaking, reading and writing of English to identify children of limited English speaking ability.

1. The school district shall submit a copy of the proposed examination to the Bureau of Bilingual Education for approval prior to its administration.

(b) For the 1976-77 school year and each school year thereafter, each school district shall conduct a census not later than May 1 to determine the number of residents between the ages of 5 and 18 whose

native language is other than English.

(c) Each school district shall ascertain each school year not later than June 1 under regulations prescribed by the Department of Education, the number of residents between the ages of 5 and 18 identified through their annual census who are of limited English speaking ability.

(d) As part of its program of first entrance, each school district under regulations prescribed by the Department of Education shall screen for persons of limited English speaking ability.

6:31-1.3 PROGRAM

(a) When, at the beginning of any school year, there are within the schools of the district, 20 or more pupils of limited English speaking ability in any one language classification, the board of education shall establish, for each such classification, a program in bilingual education for all the pupils therein; provided, however, that a board of education may establish a program in bilingual education for any language classification with less than 20 children therein.

(b) Children enrolled in a program of bilingual education whenever possible shall be placed in classes with children of approximately the same age and level of education attainment. If children of different age groups or educational levels are combined, the school district so combining shall ensure that the instruction given each child is appropriate to his or her level of educational attainment and the school districts shall keep adequate records of the educational level and progress of each child enrolled in a program.

(c) A program of bilingual education may make provision for the voluntary enrollment on a regular basis, of a limited number of children whose dominant language is English, in order that they may acquire an understanding of the cultural-heritage of the children of limited English speaking ability for whom the particular program of bilingual education is designed.

(d) Residents between the ages of 5 and 18 not enrolled in any school shall be offered an opportunity to enroll in any bilingual program so established.

(e)The bilingual education program required by statute shall be provided by one or more of the following:
1. A bilingual class
2. A pure bilingual class
3. Team teaching approach
4. Learning Centers
5. Partner classrooms
6. An ungraded bilingual class

(f) Every person employed as a teacher of bilingual education shall be a certified bilingual/bicultural or ESL teacher.

6:31-1.4 SUPPORTIVE SERVICES

(a) Pupils enrolled in Bilingual Education programs shall have full access to educational services available to other pupils in the school district.

(b) It is highly recommended that school districts utilize full or part-time native speaking personnel to provide supportive services (such as counselors) to the students of limited English speaking ability.

6:31-1.5 ADMINISTRATION AND SUPERVISION

(a) School districts shall take measures to ensure adequate administration and supervision of bilingual education programs.

(b) Personnel selected for administrative and/or supervisory positions in bilingual education programs shall provide evidence of specialized training and/or experience in bilingual/bicultural education.

(c) Persons holding such positions will be responsible for the following:

1. Pre-service orientation to define role and objectives of bilingual education and its relationship to total curriculum.
2. Inservice workshops throughout the academic year to facilitate planning, materials development or adaptation, and evaluation in keeping with prevailing local school district policy.

6:31-1.6 APPROVAL PROCEDURES

(a) Each school district shall submit its plan for programs of bilingual education to the Commissioner of Education for approval in accordance with guidelines and forms distributed by the Commissioner.

(b) Plan submitted by the district for approval shall include information on the following elements:

1. Needs assessment process
2. Objectives
3. Activities and schedule of activities
4. Processes to be implemented in carrying out the activities
5. Staffing patterns
6. Administration of Program
7. Parent participation

NEW JERSEY

6:31-1.7 CURRICULUM

(a) The bilingual curriculum shall include the full range of courses and activities offered on the same basis and under the same rules and regulations that apply to all pupils within the school district. In subjects and activities in which verbalization is not essential to understanding, including but not limited to art, music and physical education, pupils of limited English speaking ability shall participate fully with English speaking pupils in the regular class or activities provided.

(b) When integrating students of limited English speaking ability with English speaking students in subjects and activities in which verbalization is not essential to understanding, the number of students of limited English speaking ability will at no time be less than 10 within a classroom. The curriculum taught in such classes will include content and activities that reflect the cultural background of the students of limited English speaking ability and of the English speaking students.

6:31-1.8 LOCATION

(a) All bilingual programs shall be conducted within the school buildings of the district.

6:31-1.9 PARTICIPATION

(a) Every school age child of limited English speaking ability not enrolled in existing private school systems shall be enrolled and participate in the bilingual education program established for the classification to which he belongs by the school district in which he resides for a period of three years.

(b) An examination in the oral comprehension speaking, reading, and writing of English, as prescribed by the State Department of Education shall be administered annually to all children of limited English speaking ability enrolled and participating in a bilingual education program.

(c) No school district shall transfer a child of limited English speaking ability out of a bilingual program prior to his 3 years of enrollment unless the pupil has received a score on said examination, determined by the State Department of Education, in consultation with the local school district, which reflects a level of English language skills appropriate to the pupil's grade level.

(d) A child of limited English speaking ability enrolled in a bilingual education program, who does not reflect a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, may at the discretion of the school district continue in that program for a period longer than 3 years.

(e) A child of limited English speaking ability enrolled in a bilingual education program, who reflects a level of English language skills appropriate to his or her grade level, may at the discretion of the school district continue in that program for a period longer than 3 years.

(f) At the discretion of the districts, bilingual education programs may include children of English speaking ability, provided that no bilingual class contains a majority of students whose native language is English.

6:31-1.10 JOINT PROGRAMS

(a) Any two or more districts may provide bilingual education programs, facilities, or transportation pursuant to this act, and provisions of other applicable rules and regulations pertaining thereto, under the terms of an agreement adopted by resolutions of each of the boards of education concerned setting forth the essential information concerning the program, facilities or transportation to be provided, the method of apportioning the cost among the districts, and any other matters deemed necessary to carry out the purpose of the agreement. No such agreements shall become effective until approved by the Commissioner of Education.

6:31-1.11 NOTIFICATION

(a) No later than 10 days after the enrollment of any child in a program in bilingual education, the district shall notify, by mail, the parents or legal guardian of the child that the child has been enrolled in a program in bilingual education. The notice shall contain a simple, non-technical description of the purposes, method and content of the program in which the child is enrolled. The notice shall be in English and the language in which the parents possess a primary speaking ability.

(b) School districts shall send progress reports to parents of children enrolled in bilingual education programs in the same manner and frequency as progress reports are sent to parents of other children enrolled in the school district. Such progress reports shall be written in English and the native language of the parents of children enrolled in the program.

6:31-1.12 PARENT PARTICIPATION

(a) Each district shall provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the development and review of program objectives and dissemination of information to and from the local school districts and communities served by the bilingual education program within existing State law.

(b) Each school district operating a bilingual education program shall establish a Parent Advisory Committee on Bilingual Education on which at least one more than a simple majority will be parents of children of limited English speaking ability. The remaining composition of the Committee should be comprised of teachers of bilingual education programs, community members, and representatives of community organization and businesses.

(c) The remaining members shall be selected by a designated parent committee appointed by the local district in conjunction with designated representatives of the school district. (Equal representation from both the parents of students of limited English speaking ability and the school district must exist for the selection process).

6:31-1.13 BUREAU OF BILINGUAL EDUCATION

(a) There shall be established in the State Department of Education a Bureau of Bilingual Education.

(b) The Bureau shall be charged with at least the following responsibilities:

1. Assist the Departments of Education and Higher Education in the administration and enforcement of the provisions of this Chapter.

2. Develop guidelines and regulations to implement this Chapter.

3. Study, review, and evaluate all available resources and programs of bilingual education.

4. Compile information about the theory and practice of bilingual education in New Jersey and elsewhere.

5. Develop information, resources and materials for dissemination and program improvement.

6. Encourage experimentation and innovation in the field of bilingual education.

7. Consult with other departments and agencies.

8. Make recommendations in the areas of teacher training, administration of bilingual education programs, curriculum and materials development, testing and other areas where needed.

9. Review and monitor annually each bilingual education program (including Federal programs) in New Jersey to determine if school district has complied with the provisions of the bilingual education laws and regulations.

10. Review bilingual education program plans of local districts for approval by the Commissioner of Education.

11. Recommend testing instruments for the annual state assessment of students of limited English speaking ability.

12. Convene the Advisory Committee on Bilingual Education.

13. Provide technical assistance in the area of bilingual education.

14. Coordinate local and Federal programs geared toward meeting the educational needs of students of limited English speaking ability.

15. Assist in the review of applications and proposals for programs that are designed to meet the needs of students of limited English speaking ability.

16. Provide assistance to local districts in achieving maximum practicable involvement of parents of children of limited English speaking ability in planning, development and evaluation of bilingual education programs.

6:31-1.14 STATE ADVISORY COMMITTEE ON BILINGUAL EDUCATION

(a) There shall be a State Advisory Committee on Bilingual Education composed of at least 15 and no more than 25 members appointed by the Commissioner of Education and Chancellor of Higher Education, one of whom shall be designated as Chairperson.

(b)Membership of the Advisory Committee shall include one or more representatives of each of the following:

1. Parents of children of limited English speaking ability.

2. Persons from institutions of higher education experienced in the training of teachers of bilingual/bicultural and English as a second language.

3. Classroom teachers experienced in bilingual and English as a second language teaching techniques.

4. Persons serving on local school boards of education operating bilingual education programs.

5. School administrators of bilingual education programs.

6. Laymen experienced in dealing with problems of children and other persons who are of limited English speaking ability and/or knowledge in the field of bilingual education.

(c) The Director of the Bureau of Bilingual Education shall serve as the executive secretary of the Advisory Committee.

(d) The Committee shall advise the Department of Education and the Department of Higher Education in the formulation of policies and procedures relating to this Act.

Teacher Certification Requirements for Bilingual/Bicultural Education (6:11-8.8)

(a) This endorsement is required for teacher of bilingual/bicultural education in elementary and secondary schools.

(b) The requirements are as follows:

1. A bachelor's degree based upon a four-year program in an accredited college.
2. A regular New Jersey teacher certificate in another field.
3. Completion of twenty-four semester-hour credits in Bilingual/Bicultural Education, including study in the following areas. Required areas of study are starred (*).

I. Cultural and cross-cultural studies: A Minimum of twelve semester hour credits, in separate or integrated coursed, including study in each of the starred areas is required-designed to increase the understanding of cross-culture variables affecting learning including such courses as the following:

1. *Social Psychology and the Bilingual Child
   or
   * Contemporary Social Problems (with emphasis on Bilingual/Bicultural child)
2. *Language and culture
3. *Bilingual/Bicultural field experiences
4. Cultural Anthropology
5. Comparative Cultures

3. Classroom teachers experienced in bilingual and English as a second language teaching techniques.

4. Persons serving on local school boards of education operating bilingual education programs.

5. School administrators of bilingual education programs.

6. Laymen experienced in dealing with problems of children and other persons who are of limited English speaking ability and/or knowledge in the field of bilingual education.

(c) The Director of the Bureau of Bilingual Education shall serve as the executive secretary of the Advisory Committee.

(d) The Committee shall advise the Department of Education and the Department of Higher Education in the formulation of the policies and procedures relating to this Act.

Teacher Certification Requirements for Bilingual/Bicultural Education (6:11-8.8)

(a) This endorsement is required for teacher of bilingual/bicultural education in elementary and secondary schools.

(b) The requirements are as follows:

1. A bachelor's degree based upon a four-year program in an accredited college.

2. A regular New Jersey teacher certificate in another field.

Bicultural Education, including study in the following areas. Required areas of study are starred (*).

Cultural and cross-cultural studies: A minimum of twelve semester hour credits, in separate or integrated coursed, including study in each of the starred areas is required-designed to increase the understanding of cross-culture variables affecting learning including such courses as the following:

1. *Social Psychology and the Bilingual Child
   or
   *Contemporary Social Problems (with emphasis on Bilingual/Bicultural child)
2. *Language and culture
3. *Bilingual/Bicultural field experiences
4. Cultural Anthropology
5. Comparative Cultures

II. Linguistics - Three credits in the starred area are required.

1. *Applied Linguistics - courses stressing techniques of second language skills development.

III. Other areas - a minimum of nine semester-hour credits in separate or integrated courses.

1. *Foundations of bilingual/multicultural education (rationale, history, survey of existing models)

2. *Theory and practice of teaching the bilingual child in content areas. If this requirement is fulfilled with coursework, then it should be taught in English and the other languages being used as a medium of instruction.

3. Theory and practice of teaching English as a second language.

IV. Demonstration of verbal and written proficiency in English and in one other language used also as medium of instruction.

Provisional Certificate

A Provisional Bilingual/Bicultural Education certificate may be issued to an applicant who presents the following:

a. a bachelor's degree based upon a four-year curriculum in an accredited college.

b. a regular New Jersey teaching certificate in another field.

c. successful completion of twelve semester-hour credits of study toward the requirements for a standards Bilingual/Bicultural Education certificate.

d. Demonstration of verbal and written proficiency in English and in one other language used also as a medium of instruction.

Renewal of this certificate for an additional year is dependent upon the satisfactory completion of a minimum of six semester-hour credits of additional study toward meeting the requirments.

Provisional certificates in Bilingual/Bicultural Education will be issued until August 31, 1980. All persons employed as teachers in Bilingual/Bicultural Education programs prior to September 1, 1975, therefore, may have until August 31, 1980, to complete all requirements for the regular certificate,depending upon the number of credits which have been completed at the time of original issuance of the substandard certificate. (1975

NEW MEXICO

Regulation No. 76-26, Certification Requirements for Spanish - English Bilingual Bicultural Endorsement

Individuals requesting this endorsement must meet the requirements for an elementary or secondary teaching certificate. Applicants receiving their Bachelor's degree in May 1979 or thereafter must comply with this regulation by July 1, 1979. Those receiving their Bachelor's degree prior to May 1979 must comply with this regulation by July 1, 1980.

I. Basic Language

Proficiency at the eight grade level in Spanish language basic skills or performance at the "Good" level on the Modern Language Association Test.

The teacher preparation institution will certify that an individual has met this requirement when an endorsement is recommended.

II. Spanish Bilingual-Bicultural Concentration

A minimum of three (3) semester hours of Spanish for the Spanish speaking and twenty-four (24) semester hours in the general areas listed below must be earned for this endorsement. Each of the three areas prefaced by an asterisk must be represented by at least one course (2-4 semester hours). The remaining courses must be chosen from at least three of the other areas listed.

*A. Sociology of Ethnic Experience--
It is recommended this area cover:
1. Contemporary aspects of culture (life styles, ethnic variants, prejudice, assimilation, etc.)
2. Cultural and social conflicts
3. Values and value clarifications

*B. New Mexico and Southwestern History--
It is recommended that this area be taught from all appropriate perspectives.

*C. Hispanic and Indo-Hispanic Civilizations--
This area will place the development of Hispanic and Indo-Hispanic civilizations in a historical perspective in order to make succeeding cultural courses easier to comprehend.

D. Survey of Spanish Peninsular Literature--
It is recommended that this be taught from both a literary and socio-cultural standpoint.

E. Survey of Spanish-American Literature--
It is recommended that Precolumbian, New Mexico, and Chicano literature be included and taught from the same standpoint as noted under Item D.

F. Survey of Hispanic Fine Arts--
It is recommended that Peninsular, Hispanic American, Precolumbian, New Mexico, and Chicano art be included.

G. Bilingual Pedagogy--
It is recommended that this include history of bilingual education, rationales, models, introduction to materials, analysis of minority educational problems, adaptation of pedagogical differences between mainstream and bilingual education.

H. Language Pedagogy--
It is recommended that this cover:
1. Elements of Spanish linguistics as applied to the bilingual classroom.
2. Sociolinguistics
3. English as a second language (this be taught in English).

I. Cultural Anthropology

J. Cross-cultural Psychology

K. Cultural Performing Arts--
It is recommended that theatre arts, dance, and music be included.

III. Student Teaching

A minimum of six (6) semester hours of student teaching is required. Student teaching must be at an appropriate level (elementary or secondary) in a bilingual setting where the Spanish component is taught and supervised by bilingual university staff.

Applicants receiving their Bachelor's degree in May 1979 or thereafter must comply with this requirement by July 1, 1979.(1976)

NEW YORK

Education Law, Title 4, Article 65, Section 3204. Related to Bilingual Instruction

2. Quality and language of instruction; text-books. Instruction may be given by a competent teacher. In the teaching of subjects of instruction prescribed by this section, English shall be the language of instruction, and text-books used shall be written in English, except that for a period of three years from the date of enrollment in school, pupils who, by reason of foreign birth, ancestry or otherwise, experience difficulty in reading and understanding English, may, in the discretion of the board of education, board trustees or trustee, be instructed in all subjects in their native language and in English. Instruction given to a minor elsewhere than at a public school shall be at least substantially equivalent to the instruction given to minors of like age and attainments at the public schools of the city or district where the minor resides.

2-a. Bilingual instruction in schools. 1. The governing board of any school district is hereby empowered to determine the circumstances and necessity wherein instruction shall be given bilingually. The said governing board shall design the necessary procedures and acquire the necessary training materials and equipment to meet the special educational needs of children of limited English speaking ability through programs designed to accomplish the following:

a. bilingual education;
b. to impart to students a knowledge of the history and cultural associated with their languages;
c. to establish closer cooperation between the school and the home;
d. to provide early childhood educational programs related to the purposes of this section and designed to improve the potential for profitable learning activities by children;
e. to provide adult education programs related to the purposes of this section, particularly for parents of children participating in bilingual programs;
f. to provide programs designed for dropouts or potential dropouts having need of bilingual programs;
g. to provide programs to be conducted by accredited trade, vocational or technical schools; and
h. to provide other activities deemed desirable to further the purposes of this section.

2. Any duly authorized local educational agency or agencies is hereby empowered to make application for any grant or grants in furtherance of this section under Title VII Public Law 90-247 as enacted by the United States Congress January second, nineteen hundred sixty-eight.

Historical Note. Bilingual Program. Section 1 of L. 1970, c. 967, eff. Sept. 1, 1970 provided:

"Legislative declarations and finding. The legislature hereby declares that a serious educational problem results in this state wherein

children of limited English speaking ability have great difficulty in adapting to a school environment; that serious social consequences flow as a result of the inability of these children to communicate and assimilate knowledge with English as the dominate language; therefore, the legislature finds that new approaches should be undertaken to meet this acute educational problem affecting a material segment of the school age population of the state of New York. It is declared that the policy of the state is to insure the mastery of English by all students in schools and that the governing board of any school district which shall have instituted a non-English speaking program in the schools, shall make as part of the curriculum a subject or subjects in the English language consistent with the English speaking ability of the student in order to increase the students' fluency in the English language. In no event shall a bilingual program of instruction for any one student exceed three successive years."

NORTH CAROLINA

State Board of Education's Policy Statement on Minority Group Studies

America's greatness and creativity rest on the fact that her many ethnic groups have combined their talents in the shaping and building of this nation. Consequently, this story must be dealt with--not in isolation--but in the total academic program.

The question may be posed: Why should there be minority groups studies in the public schools of North Carolina? One answer, put simply, is the continuing need to broaden the learning experiences available in our schools. We must prepare our children to participate creatively in an increasingly pluralistic society. To do this, we must make every effort to help them become more inclusive and understanding of all people.

The inclusion of studies about minority groups has several purposes: to complete the American story; to fill an academic and cultural void; and to create an educational experience that is realistic and rewarding for every student.

The entire curriculum must be reviewed and revised. The revision should not isolate small numbers of heroes but should assure that minorities are included in the total picture. While it is not easy to revise a curriculum which has been characterized by a selectivity that has omitted the significant contributions of many people, this task must be done. Such a revision must be dynamic, contributing to the well-being of the entire school community.

During the process of revision, there are several viable alternatives for instructional programs. The two listed below are among them, though they are by no means exclusive:

a. The inclusion of lessons and/or units of minority groups studies within existing instructional programs;

b. The inclusion of lessons and/or units of minority group studies within existing instructional programs and the addition of separate courses of minority groups studies.

The goals for any of the interim courses in minority group studies should be established jointly by students, teachers, and administrators. Such courses, elective in nature, must be open to all students.(1972)

OHIO

Revised Code, Section 3313.60

Sec. 3313.60. Boards of education of county, exempted village, and city school districts shall prescribe a graded course of study for all schools under their control subject to the approval of the state board of education. In such graded courses of study there shall be included the study of the following subjects:

B. Geography, the history of the United States and of Ohio, and national, state and local government in the United States, including a balanced presentation of the relevant contributions to society of men and women of African, Mexican, Puerto Rican and American Indian Descent as well as other Ethnic and racial groups in Ohio and the United States.

Senate Resolution

Whereas, the members of the Senate of the 110th General Assembly of Ohio, recognize the need for the subjects prescribed for study in Ohio's schools to present a balanced portrayal of the contributions of the many racial, ethnic, and cultural elements of Ohio and of the United States; and

Whereas, The Department of Education is charged with the responsibility of establishing curricular guidelines for subjects so prescribed by the Revised Code; therefore be it

Resolved, that the Department of Education be requested to incorporate balanced curricula in the social, cultural, and economic contributions, history, and contemporary problems of the many racial, ethnic, and cultural elements of Ohio and the United States; including but not limited to persons of African, American-Indian, and Spanish surnamed descents, within the guidelines for subjects prescribed by the Revised Code for study in Ohio's schools; and be it further

Resolved, that the Department of Education be requested to report its efforts and their effect in this regard annually in its report to the General Assembly; and be it further

Resolved, that the State Board of Education is hereby memorialized to take appropriate action in support of this resolution; and be it further

Resolved, that the Clerk of the Senate transmit duly authenticated copies of this resolution to the Superintendent of Public Instruction and to the State Board of Education. (1973)

Standards for Colleges or Universities Preparing Teachers

EDb-303-02 CURRICULUM

B. The specified body of knowledge, skills, attitudes, and values shall serve as the basis for development of the teacher education curriculum in each teaching field to include course work in general and professional education and in the content area of specialization, as required by approved teacher certification standards. The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include:

1. the teaching of reading, as it pertains to the field for which certification is being sought;
2. human relations related to both teaching in a culturally pluralistic society and working effectively with students regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality not requiring a full-time specialized educational environment;
3. analysis and evaluation of one's performance skills as they relate to teaching behavior;
4. dealing with behavior problems (e.g., aggressive, abusive, withdrawal, et cetera); and
5. selection, preparation, and effective utilization of educational media to facilitate learning.

OKLAHOMA

State Board Policy on School Service to Students of Limited English-Speaking Ability

American Society today is culturally diverse. The citizens of Oklahoma and their school children represent the broadest range of ethnic groups. To endorse cultural pluralism, therefore, is to endorse reality for Oklahome schools, and helps us to understand and appreciate the differences that exist among our citizens.

The State Board of Education recognizes:

- That in the State of Oklahoma there are estimated between 10,000 and 40,000 children of school age who come from homes where English is not the dominant language.
- That every individual in Oklahoma is entitled to equal access to educational opportunity.
- That children unable to understand and use the English language sufficiently well to profit from instruction are genuinely handicapped in our present school system.
- That the United States Supreme Court recently ruled in the case of Lau vs. Nichols that it was the school's responsibility to provide special programs for children of limited-English-speaking ability in order that their educational experiences be meaningful.
- That the Attorney General of Oklahoma has ruled that it is the affirmative duty of all Federally-assisted schools to provide special programs to remediate the difficulties faced by the limited-English-speaking student.
- That a variety of resources are available to meet the educational needs of these students--Federal, State, and local.
- That there is a need for coordination of programs and clarification of policies relating to the educational services needed by the limited-English-speaking students.

Therefore, the State Board of Education intends that this policy statement provide direction for the schools of Oklahoma in developing appropriate delivery systems to best meet the needs of the limited-English-speaking student.

The State Board of Education, therefore, declares that:

I. All Students in Oklahoma schools should have an educational program that recognizes their individual talents, needs, and aspirations and all appropriate school funding sources should be utilized for this purpose.

II. Limited-English-speaking students have particular educational needs which should be recognized and dealt with.

III. To comply with the Lau vs. Nichols Supreme Court decision and the Oklahoma Attorney General's opinion, schools, where necessary, should make provisions for instruction, to the degree necessary, in a language understandable by each limited-English-speaking student until such student can adequately understand instruction in English.

IV. There are many appropriate and effective ways to meet the needs of limited-English-speaking students in our schools. The following, however, are basic goals of an adequately designed program:

A. Proficiency in English language skills is a major objective to be accomplished by utilizing the student's dominant language to the degree necessary.

B. Special programs using professionally prepared materials (where available) and trained teachers and/or aides should be implemented.

C. To the degree possible and where appropriate the limited-English-speaking students should be taught reading and writing skills in their dominant language(s) at the same time that they are developing English language skills.

D. An integral part of any program designed to assist these students is the development of an understanding and appreciation for the customs and values of the cultures from which they come as well as an understanding and appreciation of the history and cultures of Oklahoma and of the United States.

To clarify this policy statement, the following are definitions of terms used:

1. "Limited-English-speaking student" is defined as a student who has not developed English language skills of comprehension, speaking, reading, and writing sufficiently to benefit from instruction only in English and who comes from a home where a language other than English is spoken.

2. "Dominant" is the language other than English which is the language the student first learned or the language which is spoken in the student's home and/or social environment.

Chapter 805

SECTION 2. In addition to and not in lieu of any other law or rule or standard established by the Teacher Standards and Practices Commission, the commission shall require that after September 1, 1978, an applicant for a teaching certificate or any renewal thereof demonstrate knowledge of Title VI of the Civil Rights Act of 1964, as well as state statutes prohibiting discrimination. (1977)

Chapter 20

SECTION 1. No person in Oregon shall be subjected to discrimination on the basis of age, handicap, national origin, race, marital status, religion, or sex in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.

(2) The State Board of Education and the State Board of Higher Education shall establish rules necessary to insure compliance with subsection (1) of this section in the manner required by ORS chapter 183. The rules shall include, but not be limited, to the following:

(a) Specifically with respect to textbooks and instructional materials the textbooks and materials shall reflect an absence of bias, whether relating to age, handicap, national origin, race, marital status, religion, or sex.

(b) Specifically with respect to counseling and guidance services for students, such services shall be made available to all students equally and access to career and vocational opportunities shall be stressed to students without regard to sex or race.

(c) Specifically with respect to recreational and athletic activities, such activities shall be offered to all students without regard to sex.

SECTION 2. The Department of Education and the Department of Higher Education shall each submit written reports and such testimony as may be required to the committees of the Fifty-ninth Legislative Assembly designated by the presiding officer thereof. The reports required by this section shall include but not be limited to statistical data sufficient to determine whether or not all of the public elementary and secondary schools, the community colleges and the institutions of higher education in this state are complying with the provisions of section 1 of this Act.

SECTION 3. (1) Any public elementary or secondary school or community college determined by the Superintendent of Public Instruction to be in noncompliance with provisions of this Act shall be subject to appropriate sanctions, which may include withholding of all or part of state funding, as established by rule of the State Board of Education.

(2) Any public institution of higher education determined by the Chancellor of the State Board of Higher Education to be in noncompliance with provisions of this Act shall be subject to appropriate sanctions, which may include withholding of all or part of state funding, as established by rule of the State Board of Higher Education.

SECTION 4. Any person aggrieved by a violation of this Act, or aggrieved by the violation of any rule or guideline adopted under this Act, shall have a right of action in a court of law for civil damages and such equitable relief as the court shall determine.

Chapter 423

SECTION 1. The State Board of Education shall encourage the development or implementation of curriculum for public elementary and secondary schools in Oregon that will improve instructional effectiveness of efficiency and that is nondiscriminatory by race, sex, age, marital status, creed or color.

SECTION 2. The State Board of Education shall stimulate the development of nondiscriminatory courses of study or parts of courses to improve instructional effectiveness or efficiency in public elementary and secondary schools in Oregon. The board may contract with the Department of Education or other appropriate public educational agencies to develop program materials and to establish a mechanism for the purposes of introducing the materials and implementing the techniques.

SECTION 3. The projects authorized by this Act should be designed to:

(1) Develop and test nondiscriminatory courses of study or parts of courses which feature predictable student achievement of prestated student performance objectives.

(2) Stimulate the implementation of innovative approaches to instruction within the various schools, providing training programs as necessary to familiarize faculty and administrators with newly developed instructional methodology.

(3) Be capable of objective evaluation within two years of commencement.

SECTION 4. The State Board of Education shall report to the Fifty-ninth Legislative Assembly on the progress obtained during the 1975-1977 biennium.

Administrative Rules Related to Minimum Standards

337.260 TEXTBOOKS. Requires selection of textbooks on American history and government which adequately stress the services rendered by those who achieved our national independence, who established our constitutional form of government and who preserved our federal union. Also requires respect for all people be reflected in the textbooks adopted by the State Board.

Equal Employment and Educational Opportunity

581-21-046 PROGRAM COMPLIANCE STANDARDS

(6) Textbooks and Curriculum Material. Nothing in this rule shall be interpreted as requiring or prohibiting or abridging in any way the use of adopted textbook or curriculum materials. However, where materials are found upon investigation to provide discriminatory impact on the basis of race, national origin, religion, sex, age, handicap, or marital status, there should be established resources for employees and students of the district for supplemental alternative nondiscriminatory material.

(7) Use of Appraisal and Counseling Materials. A district which uses testing or other materials for appraising or counseling students shall not use materials which discriminate on the basis of race, national origin, religion, sex, age, handicap, or marital status, or use materials which permit or require different treatment of students on such basis unless such differences

cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination. Districts shall develop and use internal procedures for insuring that such materials may not discriminate.

(8) Bilingual or Linguistically Different Students. Districts shall develop and implement a plan for identifying students whose primary language is other than English and shall provide such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities.

(9) Equal Educational Opportunity Plans. Districts shall develop and implement a plan which assures that all students have equal opportunity to participate in the educational programs and activities and equal access to facilities in the district. Said plan shall include courses and/or components which provide students with an understanding of the pluralistic realities of their society, including multi-cultural/racial/ethnic education and equity in portraying all classes protected under ORS 659.150. Upon the request of the Superintendent of Public Instruction, districts shall submit copies of such plans and other assurances as are deemed necessary and proper. (1976)

PENNSYLVANIA

Constitution, Article 1, Section 28, Equal Rights Amendment

Equality of rights under the law shall not be denied or abridged in the Commonwealth of Pennsylvania because of the sex of the individual.

Amendment to "The Administrative Code of 1929," Section 1316.1 Ethnic Heritage Studies Center

Section 1316.1. Ethnic Heritage Studies Center.--(a) The Secretary of Education is authorized to arrange through a grant to a public educational agency for the establishment and operation of a Pennsylvania Ethnic Heritage Studies Center, designed to reflect readily identifiable ethnic groups represented in the population of the Commonwealth of Pennsylvania. Such center shall have the primary responsibility in the Commonwealth for collection information and research materials germane to the study of the ethnic heritage of the Commonwealth.

(b) The center provided under this section shall:

(1) Collect information and research materials necessary for the study of the ethnic heritage of the Commonwealth.

(2) Undertake, coordinate, and promote research on the Commonwealth's ethnic history.

(3) Develop curriculum materials for use in elementary and secondary schools which deal with ethnic groups of the Commonwealth and their contributions to the American Heritage.

(4) Train persons in the development of research techniques and materials and in the preparation and use of curriculum materials.

(c) In carrying out this section, the Secretary of Education shall so locate the center and make arrangements which will enable it to make the fullest possible use of the facilities of the community colleges, as well as the independent, State-owned and State-related institutions of higher education and of the Historic and Museum Commission, will facilitate access to the materials by scholars and students of all colleges and universities in the Commonwealth, as well as scholars from other states interested in examining the ethnic heritage of Pennsylvania, and will take fullest possible advantage of the special knowledge and collections of ethnic groups in local communities throughout the Commonwealth, and of foreign students pursuing their educations in this country, and the expertise of elementary and secondary school teachers.

(d) Funds granted to carry out this section may be used to cover all or part of the cost of establishing, equipping, and operating the center, including the cost of research materials and resources, academic consultants, salary for an executive director, and the cost of training and maintaining a staff for the purpose of carrying out the purposes of this section. Such funds may also be used to provide stipends (in such amounts as may be determined in accordance with regulations of the Secretary of Education) to individuals receiving training or seeking to carry out subst[illegible]l research (as determined by the Executive Director) in the center, including allowances for dependents. (1974)

State Board of Education Regulations

Title 22, Section 5.21. RACIAL, ETHNIC GROUP AND WOMEN'S STUDIES. In each course of the social studies program in the elementary and secondary schools of the Commonwealth, there shall be included the active roles and contributions of women, minority, racial and ethnic groups in the history of the United States and the Commonwealth of Pennsylvania.

Title 22, Section 5.23. INTERGROUP EDUCATION. The instructional program of every school shall include intergroup concepts which are designed to improve students' understanding and relationships between individuals and groups of different sexes, races, national origins, religions and socio-economic backgrounds.

Title 22, Section 6.76. ADMISSIONS. Area Vocational-Technical Boards shall have a written policy regarding admissions to each of their programs. Such policies shall insure that admittance to area vocational-technical schools (where admissions must be limited) could in no way be construed to be discriminatory and shall be based upon the following criteria.

(1) The aptitude of the student for the applicable vocational-technical program.
(2) Such other factors as shall insure fair access of students to the vocational-technical programs and that do not unfairly penalize students who have not achieved high grades in academic subjects, but who otherwise qualify for and are likely to succeed in the program.
(3) Each area vocational-technical school shall provide equal access to all courses and programs without respect to sex.
(4) Each area vocational-technical school shall insure that all course announcements, guidance materials, brochures, and similar materials convey the philosophy of equal access to students considering enrollment in a vocational school.

Title 22, Section 12.4. DISCRIMINATION (Student Rights and Responsibility) No student shall be denied access to a free and full public education, on account of race, religion, sex or national origin.

Title 22, Section 13.2. PURPOSE (Special Education)

(a) The general provisions of this Chapter shall provide the basis for early identification and evaluation of all exceptional persons and for planning, developing, and operating special education programs and services. It shall be the policy of the Board, through the Secretary of Education, to provide exceptional school-aged persons with quality special education programs and services which will ultimately enable them to participate as fully as possible in appropriate activities of daily living.

(b) Nondiscriminatory testing--all agencies shall insure that testing and evaluation materials and procedures used in classifying exceptional persons will not be selected, administered, and interpreted so as not to be racially or culturally discriminatory.

11. Ability to relate professionally (i.e., a helping relationship) to all kinds of students, not only to those representative of one's own background and value orientation.
12. Ability to recognize one's own prejudices and to cope with them in ways not detrimental to others.
13. Ability to handle emotion-laden content and experiences relating to intergroup relations in the school setting.
14. Ability to deal with anger and conflict in intergroup interactions.

3) PROGRAM INCLUSION. The following are suggested program content and experiences which should help to achieve intergroup education objectives.

A. Knowledge Component

1. The history, cultural heritage and contributions of minority groups which have been customarily excluded from the curriculum, such as the Afro-American, American Indians, Mexican Americans, Orientals, Puerto Ricans and Southwestern Europeans.
2. The beliefs, practices and contributions of the major religious groups and other sectarian groups which have customarily encountered difficulties in the American school culture.
3. The contributions of women to our culture.
4. Cultural relativism, including both comparisions of various societies and cultural pluralism within our society and comparisons of family life and of male-female roles.
5. The history and ideologies of major American civil rights movements (i.e., the black movement and the women's movement, both of which have been aspects of our culture for almost two centures), as well as the relationship of those movements to each other.
6. The status of women, the poor and minority groups in this country in such areas as employment, economics, the law, and participation in government.
7. The study of the school as a "culture."
8. Constitutional decisions, federal and state legislation affecting school policies and practices, i.e., church-state relationships, civil rights, individual liberties.
9. Areas of the School Code and Regulations of the State Board of Education applicable to intergroup relations.
10. The roles of power and conflict as they affect the educational system.
11. The educational system's responsibility for the effects of sexism, racism, poverty, religious and ethnic intolerance.
12. The nature of prejudice and the psychological effects of prejudice and discrimination.
13. The influence of sex, race, religion, socio-economic status and ethnic backgrounds on motivation, learning, achievement, attitudes and behavior.
14. The socialization process: how it operates and its influence on perceptions of sex role, self concept of majority and minority persons (i.e., the socialization of white male compared to black male, of white male compared to white female, of poor white compared to more affluent white, etc.).
15. Study and analysis of media and its influence on perceptions of "proper" cultural values and sterotypes advertising creates about family life, men, women, blacks, poor, etc.

(c) If the percentage of persons from an identifiable group (racial or ethnic) assigned to special education programs is significantly disproportionate to the distribution of that group in the school district or intermediate unit, the Department of Education, shall so notify the school district or intermediate unit. To maintain the assignments, the intermediate unit or school district must then show evidence that the assignments are justified and the disproportion is necessary to promote a compelling education interest of the persons affected.

Policies, Procedures and Standards for Certification of Professional School Personnel

"Standard XIV. The program shall include intergroup content and experience which encourage intellectual awareness of and emotional sensitivity to the cultural pluralism of our schools and society."

Guidelines for Implementation of Standard XIV

1) BASIC PROGRAM COMPONENTS. A program to prepare educators which meets Standard XIV includes the following:

1. Knowledge about their own groups and about groups other than their own and how these groups interact with each other in various settings;
2. An awareness of and sensitivity to the needs and problems of individuals and groups other than their own, and encouragement of exploration of one's own attitudes and those of others;
3. Opportunities to develop skills in interacting with people of groups other than their own.

2) BASIC PROGRAM COMPETENCIES. The following competencies are suggested:

1. Ability to participate comfortably, effectively and democratically in culturally mixed groups.
2. Ability to participate effectively in the study and discussion of controversial issues.
3. Awareness of value issues and a sense of personal responsibility for value judgments regarding relationships across sex and group lines.
4. Ability to display a respect for the diverse cultures and classes within a given classroom.
5. Ability to level with students from varying cultures as individuals and groups.
6. Ability to use the student's and one's own racial, ethnic and cultural backgrounds as an educational resource.
7. Ability to understand a student's problem or a conflict situation in terms of sexual, cultural, racial or socio-economic dynamics.
8. Ability to interpret honestly matters relating to student's socio-economic status or culture.
9. Ability to recognize sterotyping, in all its aspects.
10. Ability to effectively utilize methodologies considered valuable in promoting positive intergroup attitudes, such as role playing, socio-drama, group dynamics and sociometric techniques.

16. Effects of a school's testing and group patterns on intergroup factors relating to the life of the school and community.
17. Effects of a school's co-curricular program on intergroup factors relating to school and community.
18. Intergroup issues related to authority, dependence and resistance to authority.

B. Awareness Component

1. A balanced school and community experience program which includes direct exposure to people and conditions where intergroup experiences abound in the areas of sex, race, religion, ethnic and socio-economic backgrounds.
2. An inter-campus interaction program between urban-rural colleges/ universities.
3. Opportunities for students to interact across sex and group lines in an atmosphere conducive to exploring attitudes and feelings about differences.
4. Developing a "The Students Teach" program where affected youngsters come into the college classroom to teach as they feel they are taught.
5. Organizing a representative student-faculty-administration committee to participate in the institution's program implementation of Standard XIV.
6. Building into the knowledge component of the program as much direct contact with representatives of affected groups as possible.

C. Skills Component

1. Experiences in the selection and utilization of multi-ethnic curriculum materials in the classroom which develop familiarity and confidence in their use.
2. Participation in the following methodologies: role playing, force field analysis, socio-drama, sociograms, group discussion techniques and other techniques designed to engage prospective educators in facilitating communication and interaction within groups in the school setting, and to aid other students in doing so.
3. Exposure to controlled laboratory experiences and/or simulation to help provide coping skills for intergroup problems encountered in the school setting.
4. Supervised experiences in participating with parent and community groups trying to effect change in the educational system, to begin development of coping skills.
5. Application of problem-solving techniques in dealing with intergroup matters to reduce faulty assumptions; personal bias, and subjectivity.
6. Experiences which encourage the development of collaboration skills in establishing educational policy and in planning curriculum.

4) ESTABLISHING AN EXEMPLARY LEARNING ENVIRONMENT. It is readily apparent that the philosophy underlying Standard XIV has implications for institutional planning in areas other than curriculum.

A teacher education institution seriously committed to reducing the effects of culture isolation in prospective teacher candidates and developing teachers for our schools who can encourage and enable students to view diversity as having positive value will demonstrate within its own milieu, a setting and climate which exemplifies this value.

This will necessitate specific attention on the part of the administration and departments to the development of approaches to increase the participation of women and minority groups in the total life of the school with increased sensitivity to the problems customarily encountered by them in the school environment. It is recommended that students, representative of the concerns, be included at each step in this effort.

Suggested areas for consideration include:

A. Personnel Practices
B. Admissions Practices
C. Teacher Education Programs
D. Student Affairs
E. Graduate and Placement Opportunities

Guidelines for Educational Programs for Children Whose Dominant Language Is Not English

1) BEHAVIORAL OBJECTIVES FOR K-12

A. Non-English Dominant Students

1. At each grade level, provision shall be made for a bilingual/bicultural and/or ESL program so that:

   a. the percentage of failure of the non-English dominant students does not exceed that of their English dominant peers.
   b. there will be annual increase in the percentage of non-English dominant students who are able to communicate in two languages --their native tongue and English. (Ability to communicate in their native tongue is optional for ESL programs.)
   c. there will be an increase in the curriculum areas specifically designed for these students.
   d. there will be an increase in the accessibility of regular programs to these students.
   e. there will be an increase in the degree of participation by these students in school activities.
   f. there will be an increase in the acquisition of self-understanding and self-appreciation on the part of these students as members of a pluralistic society.
   g. there will be an increase in the acquisition of understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from their own.

2. There will be an annual increase in the percentage of the non-English dominant target population who will be:

a. completing secondary education.
b. continuing into postsecondary education.
c. admitted into vocational technical programs.
d. gainfully employed in diversified fields.

B. English Dominant Students

For English dominant students provisions will be made:

1. to increase the number of programs that will provide knowledge of the language, history, and culture of their non-English peers.
2. to increase the range of programs that will provide knowledge of the language, history, and culture of their non-English dominant peers.
3. to increase the acquisition of understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from their own.

2) FUNDING. Programs for children whose dominant language is other than English may be paid for as determined by the local school district. State funds for the subsidy formula, local funds, grants for the purpose from public or private agencies, all may be used separately or in combination to meet the costs of the program.

3) STAFFING. All staff personnel should have an awareness of the cultural and socioeconomic factors which influence the classroom performance of the children to be served. In addition, because bilingual/ESL education programs are new, and because by definition, they involve cross-cultural communication, personality should be considered of special importance. Individuals with greater-than-average skills in communication and interpersonal relationships should be sought.

As a part of the bilingual and/or ESL program the LEA will be responsible for increasing the number of regularly scheduled in-service programs specifically designed to improve the understanding and appreciation on the part of teachers and staff, of culturally different students.

A high level of competency in the project language other than English is obviously not necessary for the teachers who will teach in English only. However, if teachers or other project staff members have had no training in a foreign language, beginning instruction in the children's dominant language should be arranged for them to aid their understanding of the problems of learning a language and to enable them to greet children and parents in their language.

4) DEFINITIONS. The target population is defined as those students whose dominant language is not English. Currently, in the Commonwealth of Pennsylvania, the majority of these students is Puerto Rican and the mother tongue is Spanish.

The target population is further defined in terms of the competency of each student in his or her mother tongue and in English. Any student who may be classified within any of the categories listed below is to be included in the program:

a. a student who understands, speaks, reads and writes his or her native language fluently but who does not understand, speak, or read, or write any English.
b. a student who has limited understanding of spoken English but does not speak it.
c. a student who understands and speaks his or her native language but has limited or no ability to read and write his or her native language and who does not understand, speak, read or write any English.
d. a student who understands and speaks English on a limited basis but who is unable to read or write English.
e. a student who understands and speaks English fluently but who is unable to read or write English.
f. a student who apparently understands and speaks English but who encounters difficulty in comprehending the specialized language and concepts contained in the different subject content areas.

The determination of these competencies shall be made by a bilingual team consisting of persons who are trained to administer the appropriate procedures.

A. Each group may consist of students of the same native language other than English:
   1. within a grade level.
   2. across grade levels; e.g., within an elementary school, within a middle school and/or a secondary school.

B. Each group may consist of students of more than one native language other than English:
   1. within a grade level.
   2. across grade levels; e.g., within an elementary school, middle school and/or secondary school.

5) EDUCATIONAL PROGRAMS. A school district with students whose dominant language is not English shall plan instructional programs that take into account the unique social, emotional and educational needs of young people who find themselves in a new environment.

In order to meet these needs, program planners shall incorporate into an instructional program school experience that will enable the student to:

a. adjust to his or her new community.
b. cope with the school environment.
c. experience the adventure of learning.
d. enhance his or her sense of self-worth.
e. acquire the knowledge and develop the skills necessary to reach his or her career goals and his or her potential for self-fulfillment.

Optimal school experiences require that administrators, teachers and other school personnel recognize:

a. the individual worth of each student.
b. the strengths the student brings with him or her.
c. the student's linguistic competency in his or her mother tongue.

d. the cultural heritage of the student.
e. the problems created by geographical change.
f. the complexity of the psychological and educational processes of acquiring a second language and culture for survival in the new community.
g. current developments in theories of second language learning and research findings in bilingualism, biculturalism and English as a Second Language.

WHILE THESE GUIDELINES OFFER AN OPTION OF ESL, IT IS THE FEELING OF THE PENNSYLVANIA DEPARTMENT OF EDUCATION THAT THE BILINGUAL APPROACH IS NOT ONLY PREFERABLE, BUT ALSO MORE CLOSELY IN LINE WITH THE RATIONALE OF THE PROGRAM AND THE DEPARTMENT'S COMMITMENT TO THE MULTICULTURAL AND MULTILINGUAL AMERICAN.

6) SPECIAL EDUCATION. Students whose dominant language is not English may have needs that cannot be met in a bilingual classroom, in a regular special education program or from any staff person who is not bilingual. Therefore, special education programs and services staffed by bilingual persons should be instituted. No child, however, shall be placed in a special education program without family consent and until he or she has been in either a regular bilingual or an ESL class for a sufficient amount of time to permit an evaluation of his or her needs. This evaluation should be made by a school psychologist, in consultation with the classroom teacher, and where necessary, a physician. The services of a bilingual person should be used during the evaluation.

7) PUPIL PERSONNEL SERVICES. A comprehensive program of supportive pupil personnel services which brings together the unique contributions of psychology, social work, counseling and health services must be provided to meet the educational, social and emotional needs of pupils whose dominant language is not English.

It is anticipated that the diversity of services provided by a pupil personnel team can be most effective through the use of differentiated staffing. Bilingual paraprofessionals and professionals carefully selected from the community and given special training could provide valuable service to non-English speaking residents of the community and input to the pupil personnel team. Since selection and training procedures determine the effectiveness of both the professional and paraprofessional, it is essential that careful consideration and planning be given to these matters. Guidelines for Program Development, Employment and Utilization of Educational Paraprofessionals may be obtained from the Pennsylvania Department of Education's Bureau of Planning and Evaluation.

8) COMMUNITY INVOLVEMENT. Any program designed to provide a quality education to children whose dominant language is not English must include plans for parent and community involvement in all its phases; in planning, implementation and evaluation.

Program Approval Standards: Undergraduate and Graduate Programs

The following section, labeled Part II--General Standards, is applicable to all programs designed to prepare professional personnel who will be recommended for certificates and letters of eligibility to practice in the basic schools. There are Specific Standards for each certification area as well (i.e., teacher of Social Studies, School Psychologist, Secondary School Principal, superintendent's letter of eligibility, etc.). Each program evaluated by the Pennsylvania Department of Education must satisfy both the General Standards and the Specific Standards in order to receive the endorsement of the Secretary of Education as an approved program.

STANDARD VIII Among those role competencies published by the institution, the following shall be included and shall be appropriate to the area of certification. Each certification candidate shall demonstrate the ability to:

g. promote better understandings and interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins and socio-economic backgrounds. (1976)

RHODE ISLAND

Article II. Educational Program Development

INSTITUTIONAL PROGRAMS ACCURATELY DEPICTING
THE ROLE OF THE AMERICAN NEGRO

The role of the Negro in American history has long been inadequately portrayed or misrepresented. To help correct this injustice, the Rhode Island State Board of Education as a first step hereby urges all school committees to take whatever action is necessary to assure that the elementary and secondary school instructional programs fairly and accurately depict the role of the Negro in American history, and that appropriate materials and in-service training be provided to achieve this purpose. (1968)

Fair Employment Practices

28-5-14. EDUCATIONAL PROGRAM

In order to eliminate prejudice among the various ethnic groups in this state and to further good will among such groups, the commission and the state department of education are jointly directed to prepare a comprehensive educational program, designed for the students of the public schools of this state and for all other residents thereof, calculated to emphasize the origin of prejudice against minority groups, its harmful effects, and its incompatability with American principles of equality and fair play.

Tennessee Code Annotated

49-1927. NEGRO HISTORY AND CULTURE COURSE

This course of instruction in all public schools of Tennessee should include at some appropriate grade level or levels, as determined by the local board of education, courses and content designed to educate children in Negro history and culture and the contribution of black people to the history and development of this country and of the world. The commissioner of education of the state shall annually advise all school district boards of education of the provisions of this section. The study materials used in the course of instruction herein authorized shall follow the state board of education's guidelines concerning pornography.

Education Code, Chapter 21. Bilingual Education and Training.

Sec. 21.451. State Policy

The legislature finds that there are large numbers of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational needs of children of limited English-speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

Sec. 21.452. Definitions

In this subchapter the following words have the indicated meanings:

(1) "Agency" means the Central Education Agency

(2) "Board" means the governing board of a school district

(3) "Children of limited English-speaking ability" means children whose native tongue is a language other than English and who have difficulty performing ordinary classwork in English.

Sec. 21.453. Establishment of Bilingual Programs

(a) The governing board of each school district shall determine not later than the first day of March, under regulations prescribed by the State Board of Education, the number of school-age children of limited English-speaking ability within the district and shall classify them according to the language in which they possess a primary speaking ability.

(b) Beginning with the 1974-75 scholastic year, each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, and which does not have a program of bilingual instruction which accomplishes the state policy set out in Section 21.451 of this Act, shall institute a program of bilingual instruction for the children in each language classification commencing in the first grade, and shall increase the program by one grade each year until bilingual instruction is offered in each grade up to the sixth. The board may establish a program with respect to a language classification with less than 20 children.

Sec. 21.454. Program Content; Method of Instruction

(a) The bilingual education program established by a school district shall be a full-time program of instruction (1) in all subjects required by law or by the school district, which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program, and in the English language; (2) in the comprehension, speaking, reading, and writing of the native language of the children of limited English-speaking ability who are enrolled in the program, and in the comprehension, speaking, reading, and writing of the English language; and (3) in the history and culture associated with the native language of the children of limited English-speaking ability who are enrolled in the program, and in the history and culture of the United States.

(b) In predominantly nonverbal subjects, such as art, music, and physical education, children of limited English-speaking ability shall participate fully with their English speaking contemporaries in regular classes provided in the subjects.

(c) Elective courses included in the curriculum may be taught in a language other than English.

(d) Each school district shall insure to children enrolled in the program a meaningful opportunity to participate fully with other children in all extra-curricular activities.

Sec. 21.455. Enrollment of Children in Program

(a) Every school-age child of limited English-speaking ability residing within a school district required to provide a bilingual program for his classification shall be enrolled in the program for a period of three years or until he achieves a level of English language proficiency which will enable him to perform successfully in classes in which instruction is given only in English, whichever first occurs.

(b) A child of limited English-speaking ability enrolled in a program of bilingual education may continue in that program for a period longer than three years with the approval of the school district and the child's parents or legal guardian.

(c) No school district may transfer a child of limited English-speaking ability out of a program in bilingual education prior to his third year of enrollment in the program unless the parents of the child approve the transfer in writing, and unless the child has received a score on an examination which, in the determination of the agency, reflects a level of English language skills appropriate to his or her grade level. If later evidence suggests that a child who has been transferred is still handicapped by an inadequate command of English he may be re-enrolled in the program for a length of time equal to that which remained at the time he was transferred.

(d) No later than 10 days after the enrollment of a child in a program in bilingual education the school district shall notify the parent or legal guardian of the child that the child has been enrolled in the program. The notice shall be in writing in English, and in the language of which the child of the parents possesses a primary speaking ability.

Sec. 21.456. Facilities; Classes

(a) Programs in bilingual education, whenever possible, shall be located in the regular public schools of the district rather than in separate facilities.

(b) Children enrolled in the program, whenever possible, shall be placed in classes with other children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school district shall insure that the instruction given each child is appropriate to his or her level of educational attainment, and the district shall keep adequate records of the educational level and progress of each child enrolled in the program.

(c) The maximum student-teacher ratio shall be set by the agency and shall reflect the special educational needs of children enrolled in programs of bilingual education.

Sec. 21.457. Cooperation Among Districts

(a) A school district may join with any other district or districts to provide the programs in bilingual education required or permitted by this subchapter. The availability of the programs shall be publicized throughout the affected districts.

(b) A school district may allow a nonresident child of limited English speaking ability to enroll in or attend its program in bilingual education, and the tuition for the child shall be paid by the district in which the child resides.

Sec. 21.458. Preschool and Summer School Programs

A school district may establish on a full- or part-time basis preschool or summer school programs in bilingual education for children of limited English-speaking ability and may join with other districts in establishing the programs. The preschool summer programs shall not be a substitute for programs required to be provided during the regular school year.

Sec. 21.459. Bilingual Education Teachers

(a) The State Board of Education shall promulgate rules and regulations governing the issuance of teaching certificates with bilingual education endorsements to teachers who possess a speaking and reading ability in a language other than English in which bilingual education programs are offered and who meet the general requirements set out in Chapter 13 of this code.

(b) The minimum monthly base pay and increments for teaching experience for a bilingual education teacher are the same as for a classroom teacher with an equivalent degree under the Texas State Public Education Compensation Plan. The minimum annual salary for a bilingual education teacher is the monthly base salary, plus increments, multiplied by 10, 11, or 12, as applicable.

Section 21.460. Allotments for Operational Expenses and Transportation

(a) To each school district operating an approved bilingual education program there shall be allotted a special allowance in an amount to be determined by the agency for pupil evaluation, books, instructional media, and other supplies required for quality instruction.

(b) The cost of transporting bilingual education students from one campus to another within a district or from a sending district to an area vocational school or to an approved post-secondary institution under a contract for instruction approved by the Central Education Agency shall be reimbursed based on the number of actual miles traveled times the district's official extracurricular travel per mile rate as set by their local board of trustees and approved by the Central Education Agency.

(c) The Foundation School Fund Budget Committee shall consider all amounts required for the operation of bilingual education programs in estimating the funds needed for purposes of the Foundation School Program.

(d) The cost of funding this Act shall, for fiscal years 1974 and 1975, be maintained at the level contained in House Bill 139, 63rd Legislature, Regular Session, 1973.

Section 11.17. Bilingual Education Trainin Institutes

(a) The Central Education Agency shall conduct bilingual education training institutes.

(b) The agency shall make rules and regulations governing the conduct of and participation in the institutes.

(c) Professional and paraprofessional public school personnel who participate in the bilingual education training institutes shall be reimbursed for expenses incurred as a result of their participation in accordance with rates and regulations adopted by the agency.

Section 12.04. Bilingual Education Textbooks

(a) The State Board of Education shall acquire, purchase, and contract for, with bids, subject to rules and regulations adopted by the board, free textbooks and supporting media for use in bilingual education programs conducted in the public school systems of this state.

(b) The textbooks and supporting media shall be paid for out of the textbook fund and shall be the property of the State of Texas, to be controlled, distributed, and disposed of pursuant to board regulations.

Section 21.109. Language of Instruction

(a) English shall be the basic language of instruction in all schools.

(b) It is the policy of this state to insure the mastery of English by all pupils in the schools; provided that bilingual instruction may be offered or permitted in those situations when such instruction is necessary to insure their reasonable efficiency in the English language so as not to be educationally disadvantaged. (1973)

TEXAS

State Board of Education Goals for Public School Education in Texas

APPRECIATION OF CULTURE, LANGUAGE, AND LIFE STYLE DIVERSITIES AND THEIR CORRESPONDING AESTHETIC VALUES

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.

2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism. (1973)

State Board of Education Priorities

PRIORITY AREA: BILINGUAL AND MULTICULTURAL EDUCATION

Purpose, Charge, Authority, or Mandate(s)--Senate Bill 121 of the Sixty-third Legislature (Section 1, Chapter 21, subchapter 1 of the Texas Education Code) made bilingual education mandatory.

Long-Range (Multi-Year) Objectives--By September, 1975, each school district having twenty or more students of limited English-speaking ability in the same grade level will have a program of bilingual instruction (by law in kindergarten and grades 1 and 2) which is aimed at assisting each student, through both the first language and English, to develop personal knowledge, skills, and competencies found in the Goals for Public School Education in Texas.

To achieve this long-term objective, the Texas Education Agency must:

1. Define standards of an acceptable Bilingual Education program and insert in Principles and Standards for Accrediting Elementary and Secondary Schools and List of Approved Courses, Bulletin 560 Revised, course descriptions of the Bilingual Education program for general guidance.

2. Promote the training of half of the teachers, administrators, and other personnel required for the program within two years and the other half within the third year.

3. Adopt and provide textbooks and other instructional materials for the Bilingual Education program.

4. Provide information and technical assistance to school districts, regional education service centers, colleges and universities regarding the planning, development, implementation and evaluation of bilingual programs.

5. Promote the Texas Education Agency's awareness of the concept of confluence of cultures, especially the cultural and linguistic characteristics of ethnic minorities, and recognition of the need for and rationale of bilingual/multicultural education. (1977)

Standards for Institutional Approval of Teacher Education

1. An Institution seeking approval for undergraduate level teacher preparation shall design its program of general education so that each student recommended for certification shall have a knowledge and understanding of the multicultural society of which he is a part.

2. An Institution seeking approval for graduate-level preparation of teachers and other school personnel shall require that each student recommended for certification has a knowledge and understanding of the multicultural society of which he is a part. (1972)

Administrative Procedures for Bilingual Education Programs

1) BILINGUAL EDUCATION PROGRAM DESCRIPTION. The Division of Bilingual Education has primary responsibility for the administration of bilingual education programs. The Division assists school districts in establishing, operating, and developing comprehensive bilingual education programs.

Bilingual education is a full-time program of instruction developed to meet the individual needs of each child in order that the pupil can participate in the regular school program as rapidly as possible. It is characterized by the following instructional components:

(1) The basic concepts initiating the child into the school environment are taught in the language he brings from home.

(2) Language development is provided in the child's dominant language.

(3) Language development is provided in the child's second language.

(4) Subject matter and concepts are taught in the child's dominant language.

(5) Subject matter and concepts are taught in the second language of the child.

(6) Specific attention is given to develop in the child a positive identity with his cultural heritage, self-assurance, and confidence.

(a) Responsibility for Implementation

All public school efforts to assist children of limited English-speaking ability shall be directed primarily toward meeting the educational needs of these children in accordance with State Board of Education Policies and Administrative Procedures. To meet those needs in a responsible and sensitive manner, it is necessary to undertake intensive local planning processes to maximize the innovative use of bilingual methodology and instructional resources, to emphasize the positive values of cultural and linguistic diversity, and to disseminate the results of program evaluation. Because the numbers of children of limited English-speaking ability and resources available to meet their needs do not occur uniformly throughout the State, school districts shall explore every available avenue to provide these children with a full-time instructional program of bilingual education.

(b) Definitions

Children of limited English-speaking ability means children whose primary language is one other than English and who have difficulty performing ordinary classwork in English.

2) STATE-SUPPORTED REQUIRED BILINGUAL EDUCATION

(a) Establishment of State-Supported Required Bilingual Education Programs

Bilingual education shall be provided in kindergarten, first and second grades in 1975-76, and in kindergarten, first, second and third grades by the 1976-77 school year.

The means by which school districts shall operate a bilingual education program with children of limited English-speaking ability under the Foundation School Program are:

(a-a) Establishing Requirements for School Districts

The Commissioner of Education shall receive from each school district, not later than March 1 of each year, a written report of the number of school-age children of limited English-speaking ability within each grade level in the district and a classification according to the language in which they possess a primary speaking ability.

Each school district must have on file a policy statement adopted by its board of education delineating the district's method and criteria to be used for identifying children of limited English-speaking ability.

In determining the criteria for identifying children of limited English-speaking ability, the school district should make use of both objective and subjective measures of English proficiency. Objective measures must be suitable for the age of the child and must compare his language skills with those of the typical native English-speaking child of the same age. Measures of a more subjective nature, such as teacher opinion as well as peer interaction and/or parent information concerning the child's language, should be used to supplement conclusions reached from objective measures. For children in the early elementary grades (K-2) assessment of language proficiency should be on the basis of oral language production and comprehension. For others, assessment should include the reading and writing skills also, since these are a part of language proficiency. In any case, a judgment must be based on the child's real language and not just an artificial, incidental or nonessential aspect of it.

(a-b) Operational Expense Allocation

A special allowance per pupil of limited English-speaking ability enrolled in an approved state-supported required bilingual education program is to be made for pupil evaluation and special instructional materials.

The special allowance is allocated to a school district at the beginning of the school year as soon as the "Application for Operational Expenses Allocation" is submitted to and certified by the Division of Bilingual Education to the Finance Division.

The procedures which apply to the use of the operational expenses allocation to each approved bilingual education program are:

1. the allocation will be used to improve the quality of instruction in bilingual education classes. The allocation shall be utilized for pupil evaluation services and materials (the cost of purchasing and scoring of evaluation instruments), books, instructional media and other instructional materials appropriate for instruction with children of limited English-speaking ability;

2. instructional materials which may be purchased by state funds allotted for this program are books and any apparatus, including three-dimensional manipulative materials, which convey information to the child or otherwise contribute to the learning process;

3. items which may not be purchased with state funds alloted for this program are:

   (3-1) room furnishings including desks, tables, chairs, filing cabinets, rugs, or any other item which is usually attributed to capital outlay; and

(3-2) consumable or expendable materials including food, paints, clay, paper, ditto masters, or any other item which is consumed in use.

4. the special allowance used for the operation of an approved program must supplement, not replace, local funds normally budgeted for the total instructional program;

5. since unused funds shall be applied against the Operational Expenses Allocation for the ensuing school year, the school district must maintain records that specifically identify or otherwise account for itemized expenditures from the Operational Expenses Allocation and must retain documents as necessary to support the payment of expenditures. Records are subject to audit in accordance with State Board of Education Policy 4201, Budgeting, Accounting, Financial Reporting and Auditing for School Districts and Education Service Centers.

(a-c) Application for Operational Expenses Allocation

Allocations for state-supported required bilingual education program for children of limited English-speaking ability will be made on the basis of an approved application submitted to the Texas Education Agency in September of each scholastic year.

Each application shall include a program description which indicates the following:

(1) The number of children of limited English-speaking ability in the program and their primary language classification.

(2) The number of native English-speaking children, if any, participating in the bilingual education program.

(3) The number of teachers and paraprofessionals assigned to the program.

(4) Location of program (specify campus or campuses).

(5) Brief description of instructional programs.

(6) Record of on-going and proposed inservice education geared to the requirements of the bilingual program and the needs of the professional staff.

(7) Where programs are being operated jointly, a description of the contracting arrangements.

(8) A description of parental-involvement activities.

(9) An evaluation design.

A "Supplemental Application for Operational Expenses Allocation for State Bilingual Education Programs" will be distributed by the Division of Bilingual Education in January of each scholastic year, in order that school districts will be able to report and receive an operational expenses allocation for children of limited English-speaking ability who were identified and

enrolled in the program since submission of the preliminary "Application for Operational Expenses Allocation."

(a-d) Evaluation of Programs

School districts operating programs of bilingual education should develop an evaluation design in accordance with the objectives derived from the six instructional components for use in making local programmatic decisions, as well as to provide for the collection of information required for statewide evaluation purposes.

An evaluation plan would embrace the following elements:

- Instructional (Product/Process)
- Management
- Parental/Community Involvement
- Staff Developments
- Materials Development/Acquisition/Use

In devising an evaluation plan the Texas Education Agency Bulletin entitled "Evaluation Plan Model" (May, 1974) is suggested as a reference.

Guidelines for submission and information requirements for statewide evaluation of bilingual education programs will be disseminated by the Texas Education Agency along with instructions for the completion of the "Application for Operational Expenses."

(b) Program Content; Method of Instruction

The state-supported required bilingual education program implemented by a school district shall be a full-time program of instruction.

(c) Enrollment of Children in Program

Every school-age child of limited English-speaking ability residing within a school district required to provide a bilingual program for his language classification shall be enrolled in the program for a period of three years or until he achieves a level of English language proficiency which will enable him to perform successfully in classes in which instruction is given only in English, whichever first occurs.

Children enrolled in the program, whenever possible, shall be placed in classes with other children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school district shall insure that the instruction given each child is appropriate to his or her level of educational attainment, and the district shall keep adequate records of the educational level and progress of each child enrolled in the program.

No school district may transfer a child of limited English-speaking ability out of a state-supported required bilingual education program prior to his third year of enrollment in the program, unless

- the parents of the child approved the transfer in writing; and
- the child has received a score on an examination which in the determination of the Texas Education Agency, reflects a level of English language skills appropriate to his or her grade level.

  .. a list of approved tests and their appropriate grade levels are disseminated annually to school districts.

If later evidence suggests that a child who has been transferred is still handicapped by an inadequate command of English, he may be re-enrolled in the program for a length of time equal to that which remained at the time he was transferred.

Assignment to a bilingual education program may continue beyond three years with approval of the school district and the child's parents or legal guardian.

(d) School District Policy for Parent or Guardian Notification

Each shool district operating a state-supported required bilingual education program for children of limited English-speaking ability will have a board policy requiring that:

(1) the child's parent or guardian be notified of the child's enrollment in a bilingual education program no later than 10 days after the enrollment of the child; and

(2) such written notification shall be in English and in the language in which the parents or guardian of the child possess a primary speaking ability.

(e) Joint Bilingual Education Programs and the Transfer of Students

A school district may join with any other district or districts to provide bilingual education programs. The availability of the programs shall be publicized throughout the affected districts.

The tutition of a child of limited English-speaking ability who transfers from one district to another is:

(1) the responsibility of the home district if bilingual education is not provided in the home district; or

(2) the responsibility of the parent, if bilingual education is provided in the home district.

(f) Preschool and Summer School Programs
(to be developed)

(g) Bilingual Endorsements

A bilingual education teacher is a teacher employed by a school district in a position requiring state certification and having bilingual education endorsement or a special assignment permit for bilingual education.

Bilingual education endorsements shall be issued as specified in Policy 6203, Specific Requirements for Teacher Certification by Class and by Level Including Areas of Specialization and Endorsements.

(h) Curriculum and Staff Development

A special Curriculum and Staff Development Allocation is made annually to school districts on the basis of pupils of limited English-speaking ability enrolled in an approved state-supported required bilingual education program.

Allocations are made on the basis of an approved application submitted to the Texas Education Agency. Each application includes a program plan focusing on bilingual education for each participant (staff member) for the period requested.

Funds allocated to this program are for payment of services for staff participation in the following activities:

(1) staff development to familiarize teachers with materials and/or bilingual education methodology and philosophy; this development may be planned and sponsored by the school district, by the regional service center, by the Texas Education Agency, or by teacher training institutions offering bilingual teacher education programs approved by the Texas Education Agency.

(2) development and/or revision of curricular and instructional materials for bilingual education classes.

(3) teaching in bilingual education summer programs designed for children of limited English-speaking ability needing specialized or intensive individualized instruction at the grade level(s) at which the school is required to implement the program.

(4) advanced language training for bilingual teachers and language training for monolingual teachers working under special assignment permits.

(5) the line item amount of appropriations for this purpose will not be exceeded in allocating funds to local school districts.

3. STATE-SUPPORTED OPTIONAL BILINGUAL EDUCATION. The requirements established for State-Supported Required Bilingual Education Programs apply in the implementation of state-supported optional bilingual education programs in grades K-3 (grades K-2 for the 1975-76 school year).

In addition, a district has the option to implement a state-supported optional bilingual education program in Grade 4 or 5 (Grades 3, 4, or 5 for the 1975-76 school year) for students who do not meet the exit requirements of the state-supported required bilingual education program.

4. BILINGUAL EDUCATION PERMITTED. If a district elects to implement a bilingual education program which is not state supported, the Bilingual Education Program Description is to be followed as a guideline for the implementation of the program.

5. BILINGUAL EDUCATION INSTITUTES. The Texas Education Agency contracts with school districts, colleges, universities, education service centers, and/or individuals to conduct bilingual education training institutes throughout the State of Texas. Professional and paraprofessional personnel employed by public schools eligible to participate in the institutes are reimbursed for expenses incurred as a result of their participation. The institutes are conducted in accordance with the training models approved by the Commissioner of Education. (1976)

UTAH

Standards and Guidelines for Bilingual Education

STATEMENT OF PHILOSOPHY

Bilingual Education constitutes an instructional program encompassing the total educational process in which two languages (English and another language) shall be used for the entire curriculum. Bilingual Education may include grades K-12.

The amount of time and treatment accorded to each of the languages in both content area and language instruction shall be commensurate to the individual needs of pupils. Inherent in the program of bilingual instruction shall be the contribution made to the community, the state, and the country. For pupils whose first language is other than English, the teaching of concepts, content information, and attitudes, and relationships may be undertaken entirely in the first language until sufficient facility is achieved in the use of both languages. Districts are encouraged to teach the language/s of the minority children to the monolingual speakers of English in order to demonstrate that the language of the minority culture is valued.

AUTHORITY TO SET STANDARDS AND GUIDELINES

The Utah State Legislature of 1977 included as part of the general school finance program a special purpose program, entitled Bilingual Education. The law reads as follows: "The state's contribution of $317,100 for bilingual education programs shall be allocated to each school district by the State Board of Education for programs for pupils with bilingual needs in the relationship that its number of pupils with bilingual needs bears to the total number of such pupils for all districts."

The major mandate of this provision states that funds shall be distributed to school districts on a proportionate basis and the funds shall be used for students with bilingual needs.

DEFINITION OF TERMS

(1) Children With Bilingual Needs: Children who are considered to have bilingual needs are those who meet the classification requirements of Lau Remedies, A, B, and C, e.g., (A) Pupils who are monolingual speakers of a language other than English; (B) Pupils who speak a language other than English and have a limited knowledge of English; (c) Pupils who are bilingual, e.g., have equal knowledge of another language and English.

(2) Transitional Bilingual Eduation: A transitional bilingual educational program provides instruction to children in two languages, e.g., the child's mother tongue and the dominant language or English. Elements of the child's culture are incorporated in the instructional materials. As the name implies, there will be a transition from the child's mother tongue to English; the basic purpose of the program is to teach concepts in the child's native tongue while developing the child's skill, knowledge, and understanding of English. As soon

as English is controlled, instruction in the child's native tongue is discontinued. There is no special effort to teach the language of the minority child to the children whose native tongue is English.

(3) Maintenance Bilingual Education: Maintenance bilingual education provides instruction in two languages. Concept development and instruction in language and reading are provided to the children according to the mother tongue or language used in the home. The second language is taught gradually to both groups of children. Cultural elements, e.g., history, music, and crafts of both cultures are incorporated in the curriculum and in the instructional materials. Eventually both languages are used in equal amounts in the total educational program. Both languages are maintained and both cultures are valued and honored and students then become bilingual and bicultural.

STANDARDS STATEMENT

1. Only children who meet the A, B, and C classifications will be counted in the distribution formula.

2. Children classified in these three categories shall have been given this classification as a result of instruments which shall show the child's knowledge of English as compared to that demonstrated by children of comparable age and grade placement. The instrument used to indicate the child's understanding of English may be written by the school district's staff or it may be a published test. The classification results for all children included in the formula for funding the program must be kept on file and subject to audit by the State School Office. Districts shall annually classify minority children of the district according to the five categories prescribed in the Lau Remedies, A, B, C, D, and E, e.g., (A) Monolingual speaker of a language other than English (speaks a language other than English exclusively); (B) Predominantly speaks a language other than English (speaks mostly a language other than English, but speaks some English); (C) Bilingual (speaks both a language other than English and English); (D) Predominantly speaks English (speaks mostly English, but some of a language other than English); and (E) Monolingual speaker of English (speaks English exclusively). For funding during the school year 1977-78, the districts shall submit this information on a special form which will be supplied by the State School Office (SBE 02-1250-05).

3. Each district shall receive its proportionate share of funds for children with bilingual needs, in the relationship that its number of pupils with bilingual needs bears to the total number of such pupils for all districts.

4. School districts which receive state funds for bilingual education shall complete and submit a Project Application Form to the Coordinator of Bilingual Education, Office of the State Superintendent of Public Instruction by October 30 of the school year in which the project is conducted. Project application forms shall be sent to school districts by July 1 of each year. This will include:

(a) A statement of measurable objectives that are designed to meet the needs of children with bilingual characteristics.

(b) A statement of activities designed to provide the proper experiences for these children. Major components of the program should be described, e.g., cross cultural education, instruction in the native language learning, and English as a second language.

(c) A program of evaluation which will determine the growth which takes place as a result of the program of bilingual education.

(d) A program for in-service training of district personnel involved in bilingual programs, e.g., teachers, aides, support personnel, and supervisors.

(e) A budget including expenditures for instructional staff, teachers, aides, equipment, supplies, textbooks, and in-service training for staff and parents. All district personnel involved in the bilingual program should be listed.

5. In order to meet the demand of the Legislature, districts shall submit an evaluation report at the end of each school year which will describe the achievement and/or growth made by the students in the Bilingual program. The LEA shall report on the form supplied by the SEA.

6. Each district which conducts a program of bilingual education shall have a parental advisory council composed of parents of children from the school attendance area where the program is located. The council will be composed of a majority of bilingual parents. This council will be nominated by parents under procedures established by the local board of education and appointed by the board of education of the school district. The district will formulate bylaws which govern the number of members on the council and their length of service. The diversity of language spoken by the parents should be a factor in the number of parents of a particular ethnic or language background who serve on the council.

GUIDELINES STATEMENT

Districts are encouraged to organize their bilingual programs to fit the characteristics of a model bilingual program as follows:

1. A statement of philosophy which expresses the district's commitment to bilingual education.

2. A list of the educational agencies which will be or who are involved in an advisory or collaborative capacity.

3. A district-wide plan to assume the full responsibility for bilingual education using regular state and district funds.

4. A written or verbal notice to parents of children participating in the program. The notice should be in English and in the child's native language if it is a written language.

WEST VIRGINIA

Standards for the Approval of Teacher Education Programs in West Virginia Professional Education

Introduction

Professional Education is predicated upon those specific cognitive, affective, performance, and consequence objectives which are included in the foundations of education and the methods and materials of teaching required by the education profession.

Professional Cognitive Objectives.

1.3 Explain the interdependence needed among the various cultures for the enhancement of learning how to function and learn in a pluralistic society.

3.3 Analyze and assess the influence of interpersonal relationships, environmental factors, and multi-cultural/ethnic impactors which influence learning.

4.12 Provide alternatives for the difference between the value systems of various racial and class subcultures in the classroom.

6.9 Recognize in the design of assessment procedures the value of using an array of instruments to allow for multi-cultural differences.

7.0 Exhibit human relation skills that are necessary for facilitating a meaningful classroom learning environment.

- 7.1 Facilitate a classroom climate of mutual trust and constructive interpersonal and intergroup relationships.
- 7.2 Generate learning objectives and select instructional materials and strategies that will not degrade or ignore culturally different groups.
- 7.3 Perceive the needs and problems of individual learners from their frame of reference to facilitate classroom communication.
- 7.4 Share ideas and resources with learners, and resource personnel in team management operations.
- 7.5 Cooperate with other teachers, learners, and resource personnel in team management operations.
- 7.6 Display sensitivity to the needs of exceptional learners in the classroom.
- 7.7 Foster learner self-understanding and the development of realistic and positive learner self-concept. (1976)

State Board of Education Resolution: The Selection of Textbooks and Other Instructional Materials: Inter-Ethnic in Content, Concept, and Illustration

WHEREAS: the West Virginia Board of Education recognizes the pluralistic nature of American society, and

WHEREAS: minority and ethnic group contributions are an inextricable part of the total growth and development of this nation, and

WHEREAS: education must perpetuate these contributions as an essential part of the American heritage; and

WHEREAS: much of the instructional program is based on or derived from factual and conceptual material contained in textbooks and other printed materials; therefore

BE IT RESOLVED THAT: both state and local textbook committees and individual educators charged with responsibility for the selection of textbooks and other printed materials to be used in school programs K-12 shall select only those textbooks and materials for classroom use which accurately portray minority and ethnic group contributions to American growth and culture and which depict and illustrate the inter-cultural character of our pluralistic society. (December 1970)

State Board of Education Resolution: Non-Discriminatory Participation in Extra-curricular Activities

WHEREAS: the West Virginia Board of Education is committed to the provision of equal educational opportunity for all West Virginia children, and

WHEREAS: the educational program established and operated under the auspices of the West Virginia Board of Education is designed to deal with the intellectual, physical, emotional, cultural, and moral development of the child, and

WHEREAS: the West Virginia Board of Education views all extra-curricular activities sponsored by the schools as an integral part of the total educational process, and

WHEREAS: extra-curricular activities contribute in large measure to growth in the intellectual, physical, emotional, cultural, and moral development of children; therefore

BE IT RESOLVED THAT: persons responsible for administering and supervising extra-curricular programs in the public schools of West Virginia shall include minority and ethnic group students as active participants in all extra-curricular activities to ensure that no student is denied access to or equal opportunity for participation in said extra-curricular activities sponsored by the public schools in this State. (December 1970)

State Board of Education Resolution: The Inclusion of Inter-Ethnic Concepts and Instructional Techniques into School Curricula

WHEREAS: the West Virginia Board of Education recognizes the pluralistic nature of American society, and

WHEREAS: minority and ethnic group contributions are an inextricable part of the total growth and development of this nation, and

WHEREAS: education must perpetuate these contributions as an essential part of the American heritage; therefore

BE IT RESOLVED THAT: those persons responsible for the operation of public school systems move immediately to insure that inter-ethnic and inter-cultural concepts be incorporated in an adequate and factual way in all curriculum areas included in the Comprehensive Educational Program, and

BE IT FURTHER RESOLVED THAT: practical instructional techniques and activities designed to translate such concepts into valid life experiences for all students be introduced immediately into the operational programs of said school systems.

The West Virginia Board of Education takes note of the fact that a Technical Assistance unit is now operational in the Department of Education. One of the primary purposes of this unit is to provide to school systems consultation and assistance in the area of curriculum development to insure the inclusion of minority and ethnic group contributions in said curriculum content and in the total educational process. (December 1970)

State Board of Education Policy Statement on Sex Equity

The West Virginia Board of Education supports the concept of Equal Educational Opportunity for all students as being essential to education in the public schools of our State.

Recently, increased public attention has been focused on the concept of equal educational opportunity as it applies to female students. This attention has resulted in the passage of new legislation by the Congress and in dramatic changes in institutions and industries.

Thus, there is an immediate need for schools to place a greater emphasis on an area long neglected--the provision of equal opportunities for females.

The Congress, in enacting Public Law 92-318, the Educational Amendments of 1972, determined that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

The West Virginia Board of Education affirms its commitment to equal opportunity in education and adopts the following policy statements:

A. All Curricular Areas - No student is to be denied equal opportunity for participation in any program of the public school on the basis of sex. County boards of education are to provide to students of both sexes equal access to and equal opportunities for participating in any course offering of the school. All course offerings must be conducted as being open to both male and female students. For example:

   1. A county school system may not require males to take industrial arts and females to take home economics, or exclude females from industrial arts and males from home economics.

2. A vocational school may not state that a welding course is open only to males or a cosmetology class is open only to females. Students of both sexes must have equal opportunity to select and participate in all such classes.

B. Textbooks and Other Instructional Materials - State and county textbook committees should recommend and county boards of education select those textbooks and materials which accurately portray in concept, content and illustration, the heritage, roles, contributions, experiences and achievements of both males and females in American and other cultures.

C. Guidance, Counseling and Testing - Persons responsible for the guidance, counseling and testing of students must insure that guidance, counseling and testing techniques do not discriminate on the basis of sex. For example:

1. Scholarship information must be made available to members of both sexes on a non-discriminatory basis.

2. Students of one sex may not be arbitrarily tracked into certain courses of study (e.g., males into college preparatory, females into secretarial science).

3. Students of both sexes must be given equal access to career information.

4. Those persons responsible for testing must make efforts to select and use only those standardized tests which attempt to eliminate sex-biased questions and which promote equality in testing materials.

D. Extra-Curricular Activities - Members of both sexes must be granted equal access to extra-curricular activities. In order to insure equal access for all students in extra-curricular activities the following criteria are adopted:

1. In athletic programs, where selection of participants is based on competitive skill, except for inter-scholastic football and wrestling, schools must provide separate teams for males and females or a single team open to both sexes.

2. Schools should conduct annual surveys among students to determine those activities in which students desire to participate, for the purpose of insuring that both males and females are given equal access to extra-curricular activities.

3. If separate teams are offered, a school may not discriminate on basis of sex in providing equipment, supplies, transportation, etc. However, equal aggregate expenditures are not required.

WISCONSIN

Administrative Code for Human Relations

(1) Human Relations

(a) Preparation in human relations, including intergroup relations, shall be included in programs leading to initial certification in education. Institutions of higher education shall provide evidence that preparation in human relations, including intergroup relations, is an integral part of programs leading to initial certification in education and that members of various racial, cultural, and economic groups have participated in the development of such programs.

(b) Such preparation shall include the following experiences:

1. development of attitudes, skills, and techniques so that knowledge of human relations, including intergroup relations, can be translated into learning experiences for students.
2. a study of the values, life styles, and contributions of racial, cultural, and economic groups in American society.
3. an analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the majority and minority groups.
4. structured experiences in which teacher candidates have opportunities to examine their own attitudes and feelings about issues of racism, prejudices, and discrimination.
5. direct involvement with members of racial, cultural, and economic groups and/or with organizations working to improve human relations, including intergroup relations.
6. experience in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.

(c) This Code requirement shall apply only to teachers prepared in Wisconsin. Programs of implementation and evaluation shall be submitted by Wisconsin teacher training institutions to the Department of Public Instruction for approval.

Administrative Code for Library/Media Services

(j) All students in grades K-6 shall be provided with library/media services performed by or under the supervision of Department certified library and audiovisual personnel. All students in grades 7-12 shall be provided with library/media services performed by Department certificated library and audiovisual personnel. A Department certificated person in the library/media field shall be designated to provide direction and coordination for the district's library/media program. All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society. There shall be on file a written school board approved long-range plan for library services development formulated by students, teachers, library and audiovisual personnel, and administrators. This plan shall point the direction toward programs described in the current Standards for School Library/Media Programs published by the Department.

Subchapter VI. Bilingual-Bicultural Education

115.95 LEGISLATIVE FINDINGS AND DECLARATION OF POLICY. (1) The legislature finds that:

(a) There are pupils in this state who enter elementary and secondary school with limited or nonexistent English speaking ability due to the use of another language in their family or in their daily, nonschool environment.

(b) Classes conducted in English do not always provide adequate instruction for children whose English language abilities are limited or nonexistent.

(c) It is beneficial to pupils from bicultural and monocultural backgrounds to participate in bilingual-bicultural programs where such programs are available in order to instill respect for non-English languages and cultures in all pupils.

(2) It is the policy of this state to provide equal educational opportunities by ensuring that necessary programs are available for limited-English speaking pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs. To this end, this subchapter creates a required minimal program and an optional expanded program for pupils in school districts with specified concentrations of limited-English speaking pupils in the attendance areas of particular schools.

(3) It is the policy of this state to reimburse school districts, in substantial part, for the added costs of providing the basic or optional expanded programs established under this subchapter.

(4) It is the policy of this state that a limited-English speaking pupil participate in a bilingual-bicultural education program only until such time as the pupil is able to perform ordinary classwork in English.

(5) It is the policy of this state that fundamental courses may be taught in the pupil's non-English language to support the understanding of concepts, while the ultimate objective shall be to provide a proficiency in those courses in the English language in order that the pupil will be able to participate fully in a society whose language is English.

(6) Furthermore, it is the policy of this state to encourage reform, innovation and improvement in graduate education, in the structure of the academic profession and in the recruitment and retention of higher education and graduate school facilities, as related to bilingual-bicultural education, and to give special recognition to persons who possess a reading ability and speaking fluency in a non-English language and an understanding of another culture.

115.955 DEFINITIONS. In this subchapter:

(1) "Limited-English speaking pupil" means a pupil whose ability to use the English-language is limited because of the use of a non-English language in his or her family or in his or her daily, nonschool surroundings, and who has difficulty, as defined by rule by the state superintendent, in performing ordinary classwork in English as a result of such limited English language ability.

(2) "Bilingual teacher" means a certified teacher approved by the state superintendent under s. 115.28(13(a).

(3) "Bilingual counselor" means a certified school counselor approved by the state superintendent under s. 115.28(13)(a).

(4) "Bilingual teacher's aide" means a person who is employed to assist a teacher and who is approved by the state superintendent under s. 115.28(13)(a).

(5) "Bilingual counselor's aide" means a person who is employed to assist a counselor and who is approved by the state superintendent under s.115.28(13)(a).

(6) "Bilingual-bicultural education program" means a basic program or an optional expanded program, as defined by the state superintendent by rule under s.115.29(13)(b), designed to improve the comprehension and the speaking, reading and writing ability of a limited-English speaking pupil in the English language, so that the pupil will be able to perform ordinary classwork in English.

(7) "Basic program" means a program which provides the following:

(a) Instruction in reading, writing and speaking the English language; and

(b) In grades K-8 through the use of the native language of the limited-English speaking pupil, instruction in the subjects necessary to permit the pupil to progress effectively through the educational system.

115.98 ESTABLISHMENT OF PROGRAMS. (1) COUNT OF LIMITED-ENGLISH SPEAKING PUPILS

(1) Annually, on or before March 1, each school board shall conduct a count of the limited-English speaking pupils in the public schools of the district, assess the language proficiency of such pupils and classify such pupils by language group, grade level, age and English language proficiency.

(2) NOTIFICATION. Annually, on or before April 1, a school board which may be required to offer a bilingual-bicultural education program shall send to the parent or legal custodian of every limited-English speaking pupil identified under sub. (1) who is eligible for participation in such a program, a notice which states a bilingual-bicultural education program may be instituted, contains information on the procedures for registering a pupil in such a program, and provides notice of the consent required sub. (3). The notice shall be in English and in the non-English language of each bilingual-bicultural education program.

(3) PARENTAL CONSENT. On or before May 1, any parent or legal custodian desiring that their child be placed in a bilingual-bicultural education program shall give written consent to such child's placement.

(4) PROGRAM ESTABLISHED. Annually, on or before July 1, the school board shall establish a bilingual-bicultural education program, if required under s. 115.97.

(5) PLACEMENT, APPEAL. (a) By the commencement of the school term, the school board shall place, with the parent's or legal custodian's written consent, each limited-English speaking pupil in the appropriate bilingual-bicultural education program established under this subchapter. If a limited-English speaking pupil is identified after March 1 or the parent or legal custodian of such child gives consent after May 1, the school board shall place the pupil, with the written consent of the pupil's parent or legal custodian, in an appropriate program where feasible.

(b) A parent or legal custodian may appeal the school board's failure to place the pupil in the bilingual-bicultural education program established for the pupil in the pupil's language group by filing a notice of appeal with the clerk of the school district within 10 days after the commencement of the school term. The school board shall provide for a hearing on the question of placement within 20 days after receipt of the notice of appeal and shall take a written record of the proceedings. The cost of taking the record shall be the responsibility of the school board. The parent or legal custodian may request a public or private hearing. Within 10 days after the hearing, the school board shall make a decision on the question of placement.

If the parent or legal custodian is not satisfied with the decision of the school board, the parent or legal custodian may, within 10 days after the school board's decision, file a notice of appeal with the state superintendent. If the parent or legal custodian appeals, the parent or legal custodian shall assume the cost of transcribing the record. Within 10 days after receipt of the notice of appeal from the determination of the school board, the state superintendent shall issue a decision based on the hearing record. If the parent or legal custodian prevails, the school board shall reimburse the parent or legal custodian for the cost of transcribing the record.

115.97 BILINGUAL-BICULTURAL EDUCATION PROGRAMS REQUIRED (1) If a school board is required to establish a bilingual-bicultural education program under sub. (2), (3) or (4), the school board may adopt either a basic or expanded program. A school board may combine pupils in attendance at separate schools in its bilingual-bicultural education program. The school board shall be eligible for state aids under s. 115.995 if the number of limited-English speaking pupils served from the combined schools meets the requirements under sub. (2), (3) or (4). A pupil shall be eligible for bilingual-bicultural education program only until he or she is able to perform ordinary classwork in English. The bilingual-bicultural education program shall be designed to provide intensive instruction to meet this objective. Nothing in this subchapter shall be construed to authorize isolation of children of limited-English speaking ability or ethnic background for a substantial portion of the school day. Pupils who are not limited-English speaking pupils may participate in a bilingual-bicultural education program, except that a school board shall give preference to limited-English speaking pupils in admitting pupils to such a program.

(2) If, in a language group under s. 115.96 (1), there are 10 or more limited-English speaking pupils in kindergarten to grade 3 in attendance at a particular elementary school and whose parents or legal custodians give written consent to such pupils' placement under s. 115.96(3), the school board shall establish a bilingual-bicultural education program for such pupils during the school term. Such program shall be taught by a bilingual teacher.

(3) If, in a language group under s. 115.96 (1), there are 20 or more limited-English speaking pupils in grades 4 to 8 in attendance at a particular elementary, middle or junior high school and whose parents or legal custodians give written consent to such pupils' placement under s. 115.96(3), the school board shall establish a bilingual-bicultural education program for such pupils during the school term. Such program shall be taught by a bilingual teacher.

(4) If, in a language group under s. 115.96(1), there are 20 or more limited-English speaking pupils in grades 9 to 12 in attendance at a particular high school and whose parents or legal custodians give written consent to the pupils' placement under s. 115.96(3), the school board shall establish a bilingual-bicultural education program. The program shall be taught by a bilingual teacher. Bilingual counselors shall be made available.

115.977 CONTRACTING; CONTINUED ELIGIBILITY. (2) A school district may establish bilingual-bicultural education programs by contracting with other school districts or with a cooperative educational service agency. If 10 or more pupils in kindergarten to grade 3, 20 or more in grades 4 to 8 or 20 or more in a high school program are enrolled in a program under a contract pursuant to this subsection, the school district offering the program is eligible for reimbursement under s. 115.995.

(3) The school board shall give any limited-English speaking pupil who has begun a bilingual-bicultural education program in the 3rd grade the opportunity to continue his or her bilingual-bicultural education program in the 4th grade regardless of the number of limited-English speaking pupils in grades 4 to 8. However, if there are not a sufficient number of limited-English speaking pupils in grades 4 to 8 to require a bilingual-bicultural education program under sub. (2), the school board may offer such pupil the opportunity to continue a bilingual-bicultural education program with a program established for limited-English speaking pupils in kindergarten to grade 3. A 4th grade pupil so enrolled may be counted for purposes of determining if there are a sufficient number of pupils for a kindergarten to grade 3 bilingual-bicultural education program.

115.98 BILINGUAL-BICULTURAL ADVISORY COMMITTEE. In each school district which establishes a bilingual-bicultural education program under this subchapter, the school board may appoint a bilingual-bicultural advisory committee to afford parents and educators of limited-English speaking pupils the opportunity to advise the school board of their views and to ensure that a program is planned, operated and evaluated with their involvement and consultation. The committee shall assist the school board in informing educators, parents and legal custodians of limited-English speaking pupils that a program exists. The committee shall be composed of parents of limited-English speaking pupils enrolled in the bilingual-bicultural education program, bilingual and other teachers, bilingual teacher's aides, bilingual and other counselors and bilingual counselor's aides in the district, at least one representative from the community and a representative of the school district administration.

115.99 PRESCHOOL AND SUMMER SCHOOL PROGRAM. A school board may establish a full-time or part-time preschool or summer bilingual-bicultural education program according to rules established by the state superintendent.

115.99 TRAINING PROGRAMS. The school board may institute preservice or in-service programs designed to improve the skills of bilingual teachers, bilingual teacher's aides, bilingual counselors, bilingual counselor's aides or other personnel participating in, or preparing to participate in, a bilingual-bicultural education program.

115.993 REPORT ON BILINGUAL-BICULTURAL EDUCATION. Annually, on or before August 15, the school board of a district operating a bilingual-bicultural education program under this subchapter shall report to the state superintendent the number of pupils, including both limited-English speaking pupils and other pupils, instructed the previous school year in bilingual-bicultural education programs, an itemized statement on oath of all disbursements on account of the bilingual-bicultural education program operated during the previous school year and a copy of the estimated budget for that program for the current school year.

115.995 STATE AIDS. (1) Any school district operating a bilingual-bicultural education program during the school year under this supchapter is eligible to receive state aid equal to 70% of the amount expended on limited-English speaking pupils by the district during the preceding year for

salaries of personnel participating in and attributable to bilingual-bicultural education programs under this subchapter, special books and equipment used in the bilingual-bicultural programs and other expenses approved by the state superintendent.

(2) If, upon receipt of the report under s. 115.993, the state superintendent is satisfied that the bilingual-bicultural education program for the previous school year was maintained in accordance with this subchapter, the state superintendent shall certify to the department of administration in favor of the school district a sum equal to the state aids for which the school district is eligible under sub. (1).

115.998 REPORT TO THE LEGISLATURE. Annually, on or before December 31, the state superintendent shall report to the legislature on the status of bilingual-bicultural education programs established under this subchapter. The report shall include the number of pupils served in basic and optional expanded programs for each language group in each school district in which such programs are offered and the cost of the program per pupil for each school district, language group and program type. The department shall also provide the number of pupils in each school district and language group who as a result of bilingual-bicultural education program improved their English language ability to such an extent that the program is no longer necessary for such pupils.

Public Law No. 14-53

WHEREAS, the Board of Education is authorized by Section 11681 of the Government Code "to initiate and develop a bilingual, bi-cultural education program emphasizing the language and culture of the Chamorro people"; and

WHEREAS, the Department of Education implemented a Chamorro Language and Culture Program in the Fall of 1973 in the six elementary schools by means of the Federal Emergency School Aid Act of 1965, under program funded entirely with Federal monies; and

WHEREAS, the program is now serving 4,000 students in sixteen (16) public elementary schools and it is projected to serve 6,700 students in eighteen (18) public and four private elementary schools in the coming school year; and

WHEREAS, in 1974, the Department of Education administered a culture survey to cover 1,639 students in the elementary schools which showed that:

(a) Eighty-five per cent (85%) of the students want to learn to speak the Chamorro language;

(b) Eight-five per cent (85%) think it is important to learn Chamorro, if they are to live on Guam;

(c) 408 students speak Chamorro fluently as opposed to 394 who could speak a little Chamorro and 297 who do not know how to speak Chamorro at all;

(d) There were 1,409 children who wanted to learn to speak Chamorro;

(e) Of the children surveyed, 924 students claimed to be Chamorro while 427 said they were non-Chamorro and 298 students indicated they were part Chamorro; and

WHEREAS, the Department of Education also conducted a classroom teacher survey in 1975 of 90 elementary school teachers and the results showed that:

(a) Seventy-five per cent (75%) of the teachers thought that the initial reaction of the students to the Chamorro language and culture instruction was positive;

(b) Forty-eight per cent (48%) felt Chamorro studies were helpful in many of the academic areas of the curriculum, particularly in social studies, art, music, and language skills;

(c) Sixty-five per cent (65%) stated that there was observable attitudinal change in their students since the onset of the Chamorro langauge and culture instruction, including improved self-confidence, more positive classroom participation, and generally a happier attitude; and

WHEREAS, the Federal government has given the Department of Education definite assurances that the Chamorro language and culture project will be extended for another four (4)years with 100% Federal funding; and

WHEREAS, none of the five (5) elementary schools in the southern area of Guam is being served presently by the Chamorro Language and Culture Program with the result that the parents of students in that part of the island feel discriminated against and express strongly the need to provide their children instructional services in Chamorro language and culture; now, therefore,

BE IT ENACTED BY THE PEOPLE OF THE TERRITORY OF GUAM:

Section I. Section 11200 of the Government Code is amended to read:

"Section 11200. English language required. All courses of study shall be taught in the English language, except courses in Chamorro and foreign languages."

Section 2. Section 11682 is added to the Government Code to read:

"Section 11682. Chamorro language and culture courses mandatory. The Department shall include courses in Chamorro language and culture in its curriculum. Such courses shall be mandatory upon the development of a complete Chamorro Language and Culture Program but not later than the school year 1980 for all elementary students but elective for students in the junior and senior high schools."

Section 3. Section 11683 is added to the Government Code to read:

"Section 11683. Incorporation of personnel. All personnel recruited by the Department for the current Chamorro Language and Culture Program are hereby designated as regular employees of the Department of Education. All supplies, materials, and equipment purchased for this program shall become the property of the Department, in accordance with Federal regulations. Persons employed in a teaching capacity under the Chamorro Language and Culture Program shall not be required to comply with the certification requirements of Section 11300 of this Title."

Section 4. Section 11684 is added to the Government Code to read:

"Section 11684. Receipt of Federal funds. The Department is hereby authorized to continue receiving Federal funds for a Chamorro Language and Culture Program as long as the Department of Health, Education and Welfare permits. Appropriation of local funds is hereby authorized at any time that the Federal assistance terminates provided the Deaprtment of Education develops a cost estimate for continuation of the program and presents it to the Legislature for approval ninety (90) days prior to termination of Federal funds.

Section 5. Section 11685 is added to the Government Code to read:

"Section 11685. Staff development. A staff development program shall be established to include pre-service and in-service training of employees and the expansion of undergraduate and graduate courses in Chamorro language and culture at the University. This program shall be funded by either Federal or local grants, or both, as identified by the Department with the advice of the Project Director for the Chamorro Language and Culture Program. (1977)

MICRONESIA

Board of Education Goals

The Micronesia Board of Education defines the Goals of Education for Micronesia as follows:

1. To assist each person to recognize and actualize his or her own potentials for physical, mental, moral, domestic, and civic activities in order to live to the fullest a dignified, meaningful, and worthwhile life.

2. To develop in all individuals a deep sense of esteem for and pride in their own cultural heritage as well as a genuine appreciation and respect for the different cultures and customs of their fellow Micronesian citizens.

3. To develop in all persons self-understanding, self-acceptance, self-respect, self-discipline, and personal responsibility which will commit each to the welfare of family, community, and territory.

4. To make available to all citizens learning experiences relevant to a Micronesian setting and suited to each one's capabilities and interests which will enable them to develop and will motivate them to use productive skills that are both personally rewarding and useful to society.

5. To assist all citizens to develop basic literacy and computational skills.

6. To develop in all citizens the ability to understand and to make wise choices concerning the changing social, political, economic, and environmental situations of their communities, their islands, and their nation.

7. To develop in the citizens of Micronesia an awareness and an understanding of their place and role as a nation in the larger world community so as to enable them to participate freely in its affairs.

8. To foster among the people of Micronesia strong bonds of unity through an awareness of the common elements and the interdependence which they share. (1976)

VIRGIN ISLANDS

Virgin Islands Code, Title 17, Chapter 5. Bilingual Instruction

STATEMENT OF MOTIVES

A serious educational problem exists with reference to a language handicap of many pupils in attendance at our public schools. In some of the public schools in the Virgin Islands a significant number of the pupils are of limited English-speaking ability because they come from homes and environments where the dominant language is Spanish. This situation imposes upon the teachers in such schools and classes the additional burden of providing preliminary instruction in the rudiments of the English Language for such pupils while at the same time being responsible for their regular classroom instruction. Additional efforts should be made to supplement our present efforts in order to find adequate and constructive solutions to this often perplexing educational problem. No child in the Virgin Islands should be deprived of an equal educational opportunity because of his limited command of the English language. Our educational system must equip all of our youth to realize their full potential and to participate fully in the social and economic life of the Virgin Islands; Now, Therefore,

Be it enacted by the Legislature of the Virgin Islands:

Section 1. The existing provisions of section 41 of chapter 5, Title 17, Virgin Islands Code, are hereby designated as subsection (a) and a new subsection (b) is hereby added to said section 41 as follows:

(b) English shall be the basic language of instruction in all public schools and it shall be the policy of the Virgin Islands Board of Education to ensure the mastery of English by all pupils provided that bilingual instruction may be offered in those situations when such instruction is educationally advantageous to the pupils.

Section 2. A new section 41a is hereby added to Chapter 5 of Title 17, Virgin Island Code, as follows:

Section 41a. Bilingual education program

(a) The Department of Education is authorized and directed to establish and maintain a bilingual education program with special courses and classroom instruction, in English and Spanish, taught and administered by qualified educators and teachers who are fluent in the English and Spanish languages, in any public elementary or secondary school in the Virgin Islands in which (10) or more pupils are unable to speak, understand, read and/or write the English language well enough to carry on the normal class activities of the grade in which he is enrolled.

(b) The Government of the Virgin Islands accepts the provisions of the Act of Congress, approved January 2, 1968, cited as the "Bilingual Education Act" and any acts amendatory thereof or supplementary thereto. The Virgin Islands Department of Education shall be the sole agency of the administration of bilingual programs under this section and the Act of Congress referred to herein, and shall

(1) plan for and take such necessary steps leading to the development of programs designed to meet the special educational needs of children of limited English-speaking ability in public schools having a high concentration of such children;

(2) recruit and train persons to participate in bilingual education programs or teachers, teacher-aides, or other ancillary education personnel such as counselors; and

(3) provide the necessary teaching materials and equipment for such bilingual education programs. (1972)

Virgin Islands Code, Title 17, Chapter 5, Change of Emphasis in Bilingual Education Program

SECTION 1. Title 17, Section 41a, Subsection (a), Virgin Islands Code, is amended by adding the following sentence thereto:

"Particular emphasis shall be placed upon the establishment of said Bilingual Education Program in the lower elementary grades and in vocational education courses."

SECTION 2. Thirty days after enactment of this amendment, the Commissioner of Education shall submit to the Governor, the Legislature and the Board of Education a definitive report of affirmative action taken by the Department of Education to implement the provisions of Title 17, Chapter 5, Section 41a, since April 19, 1972, when the Bilingual Education Program as contained in Act No. 3208 of the Ninth Legislature was initially approved. (1976)

APPENDIX C

BIBLIOGRAPHY OF RESOURCE MATERIALS RELATED TO MULTICULTURAL EDUCATION FROM STATE EDUCATION AGENCIES

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- State is indicated by two-letter code flush left above each bibliographic entry.
- Ethnic/cultural focus is indicated by two-letter code flush right above each bibliographic entry. The ethnic/cultural code includes:

AF=Afro-American
AI=American Indian
AS=Asian American
BL=Bilingual
FE=Female
MA=Mexican American
MC=Multicultural
OE=Other Ethnic Groups

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